Belize - Multiple Indicator Cluster Survey 2011

Statistical Institute of Belize, United Nations Children's Fund

Report generated on: August 12, 2014

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Sampling

Sampling Procedure

The primary objective of the sample design for the Belize Multiple Indicator Cluster Survey was to produce statistically reliable estimates of most indicators, at the national level, for urban and rural areas, and for the seven regions Corozal, Orange Walk, Belize City South Side, Belize Other, Cayo, Stann Creek and Toledo of the country. Urban and rural areas in each of the seven regions were defined as the sampling strata.

A multi-stage, stratified cluster sampling approach was used for the selection of the survey sample.

The target sample size for the Belize MICS was calculated as 4,900 households. For the calculation of the sample size, the key indicator used was the vitamin A supplementation prevalence among children aged 0-4 years.

Equal allocation of the total sample size to the seven regions was used. The resulting number of households from this exercise was 700 households which is the sample size needed in each region - thus yielding about 4,900 households in total. The average number of households selected per cluster for the Belize MICS was determined as 25 households, based on a number of considerations, including the design effect, the budget available, and the time that would be needed per team to complete one cluster. Dividing the total number of households by the number of sample households per cluster, it was calculated that 28 sample clusters (enumeration districts or EDs) would need to be selected in each region.

Therefore, 28 clusters (EDs) were allocated to each region, with the final sample size calculated at 4,900 households (28 clusters * 7 regions * 25 sample households per cluster). In each region, the clusters (primary sampling units) were distributed to urban and rural domains, proportional to the number of households in the urban and rural areas of that region. The table below shows the allocation of clusters to the sampling strata.

The sampling procedures are more fully described in "Belize Multiple Indicator Cluster Survey 2011 - Final Report" pp.183.-187.

Response Rate

Of the 4,900 households selected for the sample, 4,608 were found to be occupied. Of these, 4,424 were successfully interviewed for a household response rate of 96.0 percent. In the interviewed households, 4,485 women (age 15-49 years) were identified. Of these, 4,096 were successfully interviewed, yielding a response rate of 91.3 percent within interviewed households. In addition, 1,982 children under age five were listed in the household questionnaire. Questionnaires were completed for 1,946 of these children, which corresponds to a response rate of 98.2 percent within interviewed households. A total of 3,287 children between the ages of 2 and 11 years were identified and Disability Questionnaires were completed for 3,234 of these children yielding a response rate of 98.4 percent. Overall response rates of 87.8 percent and 94.3 percent are calculated for the women's and under-5's interviews respectively.

Weighting

Sample weights were calculated and these were used in the subsequent analyses of the survey data.

Thirteen primary sampling units (PSU) were used in producing the sample of households:
Corozal urban, Corozal rural, Orange Walk urban , Orange Walk rural, Belize other urban, Belize Other rural, Belize City South Side, Cayo urban, Cayo rural, Stann Creek urban, Stann Creek rural, Toledo urban, Toledo rural.

Seven strata (regions) were used: Corozal, Orange Walk, Belize District (Excluding Belize City South Side), Belize City South Side, Cayo, Stann Creek and Toledo and enumeration districts (ED) constitute the clusters. It was decided that 28 clusters (ED) would be chosen from each stratum and that 25 households would be chosen from each selected ED.

The major component of the weight is the reciprocal of the sampling fraction employed in selecting the number of sample households in that particular sampling stratum and PSU. The sampling fraction for the sample PSU in the stratum is the product of probabilities of selection at every stage in each sampling stratum.

A second component in the calculation of sample weights takes into account the level of non-response for the household and individual interviews. The adjustment for household non-response is equal to the inverse value of: RRh = Number of

interviewed households in stratum h/ Number of occupied households listed in stratum h

After the completion of fieldwork, response rates were calculated for each sampling stratum. These were used to adjust the sample weights calculated for each cluster. The non-response adjustment factors for women's and under-5's questionnaires are applied to the adjusted household weights. Numbers of eligible women and under-5 children were obtained from the roster of household members in the Household Questionnaire for households where interviews were completed.

The design weights for the households were calculated by multiplying the above factors for each enumeration area. These weights were then standardized (or normalized), one purpose of which is to make the weighted sum of the interviewed sample units equal the total sample size at the national level. Normalization is achieved by dividing the full sample weights (adjusted for nonresponse) by the average of these weights across all households at the national level. This is performed by multiplying the sample weights by a constant factor equal to the un-weighted number of households at the national level divided by the weighted total number of households (using the full sample weights adjusted for nonresponse). A similar standardization procedure was followed in obtaining standardized weights for the women's and under-5's questionnaires. Adjusted (normalized) weights varied between 0.452178 and 1.768905 in the 196 sample enumeration districts (clusters).

Sample weights were appended to all data sets and analyses were performed by weighting each household, woman or under-5 with these sample weights.

Questionnaires

Overview

The questionnaires for the Generic MICS were structured questionnaires based on the MICS4 model questionnaire with some modifications and additions. Household questionnaires were administered to a knowledgeable adult living in the household. The household questionnaire includes Household Information Panel, Household Listing Form, Education, Water and Sanitation, Household Characteristics, Insecticide Treated Nets, Child Labor, Child Discipline, and Hand Washing.

In addition to a household questionnaire, the Questionnaire for Individual Women was administered to all women aged 15-49 years living in the households. The women's questionnaire includes Women Information Panel, Woman's Background, Child Mortality, Desire for Last Birth, Maternal and Newborn Health, Post Natal Health Checks, Illness Symptoms, Contraception, Unmet Need, Marriage/Union, Attitudes towards Domestic Violence, Sexual Behaviour, HIV/AIDS and Life Satisfaction.

The Questionnaire for Children Under-Five was administered to mothers or caretakers of children under 5 years of age1 living in the households. The children's questionnaire includes Under Five Information Panel, Age, Birth Registration, Early Childhood Development, Breastfeeding, Care of Illness, Immunization and Anthropometry.

The Questionnaire for Child Disability was also administered to mothers or primary caretakers of children between the ages of 2 and 9 years. The questionnaire includes Child Disability Questionnaire Form, Child Disability.

Data Collection

Data Collection Dates

Start	End	Cycle
2011-06-13	2011-08-05	N/A

Data Collection Mode

Face-to-face [f2f]

DATA COLLECTION NOTES

Training for the fieldwork was conducted in two phases. The training of trainers was conducted from 30th May to 8th June, 2011 in Belmopan City and the ten-day main training of field staff was conducted from 13th June to 24th June, 2011 in Belize City at a centralized location. Training included lectures on interviewing techniques and the contents of the questionnaires, and mock interviews between trainees to gain practice in asking questions. Time was spent becoming familiar with the various vaccination cards in use and all field staff were trained in the use of the anthropomorphic measuring tools. Towards the end of the training period, trainees spent one day in practice interviewing in several enumeration districts in Belize City.

The data were collected by seven teams; each was comprised of four interviewers, one driver, one editor and one field supervisor. Even though the MICS programme requires the use of a dedicated Measurer as part of each data collection team, in Belize MICS 2011 measuring was done by the field supervisor with assistance as needed from the editor. One standby interviewer was provided for each team in the event that an interviewer was unable to continue working. Fieldwork began on 13th June, 2011 and concluded on 5th August, 2011.

Data Collectors

Name	Abbreviation	Affiliation
Statistical Institute of Belize	SIB	

SUPERVISION

There is one supervisor for each of the 7 survey teams in the field.

Data Processing

Data Editing

Data were entered using the CSPro software. The data were entered on six microcomputers and carried out by six data entry operators and two data entry supervisors. In order to ensure quality control, all questionnaires were double entered and internal consistency checks were performed. Procedures and standard programs developed under the global MICS4 programme and adapted to the Belize questionnaire were used throughout. Data processing began simultaneously with data collection in June, 2011 and was completed in September, 2011. Data were analysed using the Statistical Package for Social Sciences (SPSS) software program, Version 18, and the model syntax and tabulation plans developed by UNICEF were used for this purpose.

Data Appraisal

Estimates of Sampling Error

Sampling errors are a measure of the variability between the estimates from all possible samples. The extent of variability is not known exactly, but can be estimated statistically from the survey data.

The following sampling error measures are presented in this appendix for each of the selected indicators:
• Standard error (se): Sampling errors are usually measured in terms of standard errors for particular indicators (means, proportions etc). Standard error is the square root of the variance of the estimate. The Taylor linearization method is used for the estimation of standard errors.
• Coefficient of variation (se/r) is the ratio of the standard error to the value of the indicator, and is a measure of the relative sampling error.
• Design effect (deff) is the ratio of the actual variance of an indicator, under the sampling method used in the survey, to the variance calculated under the assumption of simple random sampling. The square root of the design effect (deft) is used to show the efficiency of the sample design in relation to the precision. A deft value of 1.0 indicates that the sample design is as efficient as a simple random sample, while a deft value above 1.0 indicates the increase in the standard error due to the use of a more complex sample design.
• Confidence limits are calculated to show the interval within which the true value for the population can be reasonably assumed to fall, with a specified level of confidence. For any given statistic calculated from the survey, the value of that statistic will fall within a range of plus or minus two times the standard error (r + 2.se or r – 2.se) of the statistic in 95 percent of all possible samples of identical size and design.

For the calculation of sampling errors from MICS data, SPSS Version 18 Complex Samples module has been used. The results are shown in the tables that follow. In addition to the sampling error measures described above, the tables also include weighted and un-weighted counts of denominators for each indicator.

Sampling errors are calculated for indicators of primary interest, for the national level, for the regions, and for urban and rural areas. Three of the selected indicators are based on households, 8 are based on household members, 13 are based on women, and 15 are based on children under 5. All indicators presented here are in the form of proportions.

Other forms of Data Appraisal

A series of data quality tables are available to review the quality of the data and include the following:

- Age distribution of the household population
- Age distribution of eligible and interviewed women
- Age distribution of children under 5 in household and children under 5 questionnaires
- Women's completion rates by socio-economic characteristics of households
- Completion rates for under-five questionnaires by socio-economic characteristics of households
- Completeness of reporting
- Completeness of information for anthropometric indicators
- Heaping in anthropometric measurements
- Observation of women's health cards
- Observation of children under 5 birth certificates
- Observation of vaccination cards
- Presence of mother in the household and the person interviewed for the under-5 questionnaire
- Selection of children age 2-14 years for the child discipline module
- School attendance by single age
- Sex ratio at birth among children ever born and living

The results of each of these data quality tables are shown in appendix F in document "Belize Multiple Indicator Cluster Survey 2011 - Final Report" pp.210-220.

File Description

Variable List

ch

Content	Data collected at the children's level (MICS Under Five Children's questionnaire modules: Under-five child information panel, Child's age, Birth registration, Early childhood development, Breastfeeding, Care of illness, Immunization, and Anthropometry.)
Cases	1982
Variable(s)	270
Structure	Type: Keys: ()
Version	
Producer	Statistical Institute of Belize United Nations Children's Fund (UNICEF)
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1	HH1	Cluster number	contin	numeric	
V2	HH2	Household number	contin	numeric	
V3	LN	Line number	contin	numeric	
V4	UF1	Cluster number	contin	numeric	
V5	UF2	Household number	contin	numeric	
V6	UF4	Child's line number	contin	numeric	
V7	UF6	Mother / Caretaker's line number	discrete	numeric	
V8	UF7	Interviewer number	contin	numeric	
V9	UF8D	Day of interview	contin	numeric	
V10	UF8M	Month of interview	discrete	numeric	
V11	UF8Y	Year of interview	discrete	numeric	
V12	UF9	Result of interview for children under 5	discrete	numeric	
V13	UF10	Field editor	contin	numeric	
V14	UF11	Data entry clerk	discrete	numeric	
V15	UF12H	Start of interview - Hour	discrete	numeric	
V16	UF12M	Start of interview - Minutes	discrete	numeric	
V17	UF12AP	AM/PM	discrete	character	
V18	UF13H	End of interview - Hour	discrete	numeric	
V19	UF13M	End of interview - Minutes	discrete	numeric	
V20	UF13AP	AM/PM	discrete	character	
V21	AG1D	Day of birth of child	discrete	numeric	Now I would like to ask you about the age of (name). In what month and year was (name) born?
V22	AG1M	Month of birth of child	discrete	numeric	Now I would like to ask you about the age of (name). In what month and year was (name) born?
V23	AG1Y	Year of birth of child	discrete	numeric	Now I would like to ask you about the age of (name). In what month and year was (name) born?
V24	AG2	Age of child	discrete	numeric	How old is (name)?
V25	BR1	Birth certificate	discrete	numeric	Does (name) have a birth certificate?

ID	Name	Label	Type	Format	Question
V26	BR2	Birth registered	discrete	numeric	Has (name)'s birth been registered with the vital statistics unit (registry), magistrate's court, village registrar or hospital?
V27	BR3	Know how to register birth	discrete	numeric	Do you know how to register your child's birth?
V28	EC1	Number of children's books or picture books for child	discrete	numeric	How many children's books or picture books do you have for (name)?
V29	EC2A	Homemade toys	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. What does (name) play with? Does he/she play with: homemade toys (such as dolls, cars or some other toys made at home)?
V30	EC2B	Toys from shops	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. What does (name) play with? Does he/she play with: toys from a shop or manufactured toys?
V31	EC2C	Household objects or outside objects	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. What does (name) play with? Does he/she play with: household objects (such as bowls or pots) or objects found outside (such as sticks, rocks, animal shells or leaves etc.)?
V32	EC3A	In past week, days left alone for more than 1 hour	discrete	numeric	Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children. On how many days in the past week was (name): Left alone for more than an hour?
V33	EC3B	In past week, days left with other child for more than 1 hour	discrete	numeric	Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children. On how many days in the past week was (name): Left in the care of another child, that is, someone less than 10 years old, for more than an hour?
V34	EC5	Attends early childhood education programme	discrete	numeric	Does (name) attend any organized learning or early childhood education programme, such as a private or government facility, including kindergarten or community child care?
V35	EC6	Within last 7 days, hours attended education	discrete	numeric	Within the last seven days, about how many hours did (name) attend?
V36	EC7AA	Books-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Read books to or looked at picture books with (name)?
V37	EC7AB	Books-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Read books to or looked at picture books with (name)?
V38	EC7AX	Books-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Read books to or looked at picture books with (name)?

ID	Name	Label	Type	Format	Question
V39	EC7AY	Books-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Read books to or looked at picture books with (name)?
V40	EC7BA	Tell stories-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Told stories to (name)?
V41	EC7BB	Tell stories-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Told stories to (name)?
V42	EC7BX	Tell stories-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Told stories to (name)?
V43	EC7BY	Tell stories-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Told stories to (name)?
V44	EC7CA	Sang songs-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Sang songs to (name) or with (name), including lullabies?
V45	EC7CB	Sang songs-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Sang songs to (name) or with (name), including lullabies?
V46	EC7CX	Sang songs-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Sang songs to (name) or with (name), including lullabies?

ID	Name	Label	Type	Format	Question
V47	EC7CY	Sang songs-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Sang songs to (name) or with (name), including lullabies?
V48	EC7DA	Took outside-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Took (name) outside the home, compound, yard or enclosure?
V49	EC7DB	Took outside-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Took (name) outside the home, compound, yard or enclosure?
V50	EC7DX	Took outside-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Took (name) outside the home, compound, yard or enclosure?
V51	EC7DY	Took outside-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Took (name) outside the home, compound, yard or enclosure?
V52	EC7EA	Played with-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Played with (name)?
V53	EC7EB	Played with-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Played with (name)?
V54	EC7EX	Played with-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Played with (name)?

ID	Name	Label	Type	Format	Question
V55	EC7EY	Played with-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Played with (name)?
V56	EC7FA	Named/counted-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Named, counted, or drew things to or with (name)?
V57	EC7FB	Named/counted-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Named, counted, or drew things to or with (name)?
V58	EC7FX	Named/counted-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Named, counted, or drew things to or with (name)?
V59	EC7FY	Named/counted-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent). Named, counted, or drew things to or with (name)?
V60	EC8	Child identifies at least ten letters of the alphabet	discrete	numeric	I would like to ask you some questions about the health and development of your child. Children do not all develop and learn at the same rate. For example, some walk earlier than others. These questions are related to several aspects of your child's development. Can (name) identify or name at least ten letters of the alphabet?
V61	EC9	Child reads at least four simple, popular words	discrete	numeric	Can (name) read at least four simple, popular words?
V62	EC10	Child knows name and recognizes symbol of all numbers from 1-10	discrete	numeric	Does (name) know the name and recognize the symbol of all numbers from 1 to 10?
V63	EC11	Child able to pick up small object with 2 fingers	discrete	numeric	Can (name) pick up a small object with two fingers, like a stick or a rock from the ground?
V64	EC12	Child sometimes too sick to play	discrete	numeric	Is (name) sometimes too sick to play?
V65	EC13	Child follows simple directions	discrete	numeric	Does (name) follow simple directions on how to do something correctly?
V66	EC14	Child able to do something independently	discrete	numeric	When given something to do, is (name) able to do it independently?
V67	EC15	Child gets along well with other children	discrete	numeric	Does (name) get along well with other children?
V68	EC16	Child kicks, bites or hits other children or adults	discrete	numeric	Does (name) kick, bite or hit other children or adults?
V69	EC17	Child gets distracted easily	discrete	numeric	Does (name) gets distracted easily?
V70	BF1	Child ever been breastfed	discrete	numeric	Has (name) ever been breastfed?

ID	Name	Label	Type	Format	Question
V71	BF2	Child still being breastfed	discrete	numeric	Is he/she still being breastfed?
V72	BF3	Child drank plain water yesterday	discrete	numeric	I would like to ask you about liquids that (name) may have had yesterday during the day or the night. I am interested in whether (name) had the item even if it was combined with other foods. Did (name) drink plain water yesterday, during the day or night?
V73	BF4	Child drank infant formula yesterday	discrete	numeric	Did (name) drink infant formula yesterday, during the day or night?
V74	BF5	Times child drank infant formula	discrete	numeric	How many times did (name) drink infant formula?
V75	BF6	Child drank milk yesterday	discrete	numeric	Did (name) drink milk, such as tinned, powdered or fresh animal milk yesterday, during the day or night?
V76	BF7	Times child drank milk	discrete	numeric	How many times did (name) drink tinned, powdered or fresh animal milk?
V77	BF8	Child drank juice or juice drinks yesterday	discrete	numeric	Did (name) drink juice or juice drinks yesterday, during the day or night?
V78	BF9	Child drank soup yesterday	discrete	numeric	Did (name) drink watery soup yesterday, during the day or night?
V79	BF10	Child drank or ate vitamin or mineral supplements yesterday	discrete	numeric	Did (name) drink or eat vitamin or mineral supplements or any medicines yesterday, during the day or night?
V80	BF11	Child drank ORS yesterday	discrete	numeric	Did (name) drink ORS (oral rehydratation solution) yesterday, during the day or night?
V81	BF12	Child drank any other liquid yesterday	discrete	numeric	Did (name) drink any other liquids yesterday, during the day or night?
V82	BF13	Child drank or ate yogurt yesterday	discrete	numeric	Did (name) drink or eat yogurt yesterday, during the day or night?
V83	BF14	Times drank or ate yogurt	discrete	numeric	How many times did (name) drink or eat yogurt yesterday, during the day or night?
V84	BF15	Child ate thin porridge yesterday	discrete	numeric	Did (name) eat porridge/lab yesterday, during the day or night?
V85	BF16	Child ate solid or semi-solid food yesterday	discrete	numeric	Did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?
V86	BF17	Times child ate solid or semi-solid food	discrete	numeric	How many times did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?
V87	BF18	Child drank anything else from the bottle with a nipple yesterday	discrete	numeric	Yesterday, during the day or night, did (name) drink anything from a bottle with a nipple?
V88	CA1	Child had diarrhoea in last 2 weeks	discrete	numeric	Has (name) had diarrhoea in the last two weeks, that is, since (day of the week) of the week before last?
V89	CA2	Child drank less or more during illness	discrete	numeric	I would like to know how much (name) was given to drink during the diarrhoea (including breastmilk). During the time (name) had diarrhoea, was he/she given less than usual to drink, about the same amount, more than usual or nothing to drink?
V90	CA3	Child ate less or more during illness	discrete	numeric	During the time (name) had diarrhoea, was he/she given less than usual to eat, about the same amount, more than usual, or nothing to eat?
V91	CA4A	Drank fluid made from special packet (ORS)	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: A fluid made from oral rehydration salt?

ID	Name	Label	Type	Format	Question
V92	CA4B	Pre-packaged ORS fluid for diarrhoea	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: A pre-packaged ORS fluid for diarrhoea?
V93	CA4C	Pedialyte	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: Pedialyte?
V94	CA4D	Govt. recommended homemade fluid Y	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: Govt. recommended homemade fluid Y
V95	CA4E	Govt. recommended homemade fluid Z	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: Govt. recommended homemade fluid Z
V96	CA5	Anything else given to treat the diarrhoea	discrete	numeric	Was anything (else) given to treat the diarrhoea?
V97	CA6A	Other treatment (pill or syrup): Antibiotic	discrete	character	What (else) was given to treat diarrhoea?
V98	CA6B	Other treatment (pill or syrup): Antimotility	discrete	character	What (else) was given to treat diarrhoea?
V99	CA6C	Other treatment (pill or syrup): Zinc	discrete	character	What (else) was given to treat diarrhoea?
V100	CA6G	Other treatment (pill or syrup): Other (not antibiotic, antimotility or zinc)	discrete	character	What (else) was given to treat diarrhoea?
V101	CA6H	Other treatment (pill or syrup): Unknown	discrete	character	What (else) was given to treat diarrhoea?
V102	CA6L	Other treatment (injection): Antibiotic	discrete	character	What (else) was given to treat diarrhoea?
V103	CA6M	Other treatment (injection): Non-antibiotic	discrete	character	What (else) was given to treat diarrhoea?
V104	CA6N	Other treatment (injection): Unknown	discrete	character	What (else) was given to treat diarrhoea?
V105	CA6O	Other treatment: Intravenous	discrete	character	What (else) was given to treat diarrhoea?
V106	CA6Q	Other treatment: Home remedy/Herbal medicine	discrete	character	What (else) was given to treat diarrhoea?
V107	CA6X	Other treatment: Other	discrete	character	What (else) was given to treat diarrhoea?
V108	CA7	Child ill with cough in last 2 weeks	discrete	numeric	At any time in the last two weeks, has (name) had an illness with a cough?
V109	CA8	Difficulty breathing during illness with cough	discrete	numeric	When (name) had an illness with a cough, did he/she breathe faster than usual, with short, rapid breaths or have difficulty breathing?
V110	CA9	Symptoms due to problem in chest or blocked nose	discrete	numeric	Was the fast or difficult breathing due to a problem in the chest or a blocked or runny nose?
V111	CA10	Sought advice or treatment for illness	discrete	numeric	Did you seek any advice or treatment for the illness from any source?
V112	CA11A	Place sought care: (public sector) Government hospital	discrete	character	From where did you seek advice or treatment?
V113	CA11B	Place sought care: (public sector) Government health center	discrete	character	From where did you seek advice or treatment?
V114	CA11C	Place sought care: (public sector) Government health post	discrete	character	From where did you seek advice or treatment?
V115	CA11D	Place sought care: (public sector) Village health worker	discrete	character	From where did you seek advice or treatment?
V116	CA11E	Place sought care: (public sector) Mobile / Outreach clinic	discrete	character	From where did you seek advice or treatment?

ID	Name	Label	Type	Format	Question
V117	CA11H	Place sought care: Other public	discrete	character	From where did you seek advice or treatment?
V118	CA11I	Place sought care: Private hospital / clinic	discrete	character	From where did you seek advice or treatment?
V119	CA11J	Place sought care: Private physician	discrete	character	From where did you seek advice or treatment?
V120	CA11K	Place sought care: Private pharmacy	discrete	character	From where did you seek advice or treatment?
V121	CA11L	Place sought care: Mobile clinic	discrete	character	From where did you seek advice or treatment?
V122	CA11O	Place sought care: Other private medical	discrete	character	From where did you seek advice or treatment?
V123	CA11P	Place sought care: Relative / Friend	discrete	character	From where did you seek advice or treatment?
V124	CA11Q	Place sought care: Shop	discrete	character	From where did you seek advice or treatment?
V125	CA11R	Place sought care: Traditional practitioner	discrete	character	From where did you seek advice or treatment?
V126	CA11X	Place sought care: Other	discrete	character	From where did you seek advice or treatment?
V127	CA12	Given medicine to treat this illness	discrete	numeric	Was (name) given any medicine to treat this illness?
V128	CA13A	Medicine: Antibiotic pill / syrup	discrete	character	What medicine was (name) given?
V129	CA13B	Medicine: Antibiotic injection	discrete	character	What medicine was (name) given?
V130	CA13M	Medicine: Anti-malarials	discrete	character	What medicine was (name) given?
V131	CA13P	Medicine: Paracetamol / Panadol / Acetaminophen	discrete	character	What medicine was (name) given?
V132	CA13Q	Medicine: Aspirin	discrete	character	What medicine was (name) given?
V133	CA13R	Medicine: Ibupropfen	discrete	character	What medicine was (name) given?
V134	CA13X	Medicine: Other	discrete	character	What medicine was (name) given?
V135	CA13Z	Medicine: DK	discrete	character	What medicine was (name) given?
V136	CA15	What was done to dispose of the stools	discrete	numeric	The last time (name) passed stools, what was done to dispose of the stools?
V137	IM1	Vaccination card for child	discrete	numeric	Do you have a card where (name)'s vaccinations are written down? (If yes) May I see it please?
V138	IM2	Ever had vaccination card	discrete	numeric	Did you ever have a vaccination card for (name)?
V139	IM3BD	Day of BCG immunization	discrete	numeric	
V140	IM3BM	Month of BCG immunization	discrete	numeric	
V141	IM3BY	Year of BCG immunization	discrete	numeric	
V142	IM3P0D	Day of Polio at birth immunization	discrete	numeric	
V143	IM3P0M	Month of Polio at birth immunization	discrete	numeric	
V144	IM3P0Y	Year of Polio at birth immunization	discrete	numeric	
V145	IM3P1D	Day of Polio1 immunization	discrete	numeric	
V146	IM3P1M	Month of Polio1 immunization	discrete	numeric	
V147	IM3P1Y	Year of Polio1 immunization	discrete	numeric	
V148	IM3P2D	Day of Polio2 immunization	discrete	numeric	
V149	IM3P2M	Month of Polio2 immunization	discrete	numeric	
V150	IM3P2Y	Year of Polio2 immunization	discrete	numeric	
V151	IM3P3D	Day of Polio3 immunization	discrete	numeric	
V152	IM3P3M	Month of Polio3 immunization	discrete	numeric	
V153	IM3P3Y	Year of Polio3 immunization	discrete	numeric	

ID	Name	Label	Type	Format	Question
V154	IM3D1D	Day of DPT1 immunization	discrete	numeric	
V155	IM3D1M	Month of DPT1 immunization	discrete	numeric	
V156	IM3D1Y	Year of DPT1 immunization	discrete	numeric	
V157	IM3D2D	Day of DPT2 immunization	discrete	numeric	
V158	IM3D2M	Month of DPT2 immunization	discrete	numeric	
V159	IM3D2Y	Year of DPT2 immunization	discrete	numeric	
V160	IM3D3D	Day of DPT3 immunization	discrete	numeric	
V161	IM3D3M	Month of DPT3 immunization	discrete	numeric	
V162	IM3D3Y	Year of DPT3 immunization	discrete	numeric	
V163	IM3D4D	Day of DPT4 immunization	discrete	numeric	
V164	IM3D4M	Month of DPT4 immunization	discrete	numeric	
V165	IM3D4Y	Year of DPT4 immunization	discrete	numeric	
V166	IM3DP1D	Day of DTaP-P1	discrete	numeric	
V167	IM3DP1M	Month of DTaP-P1	discrete	numeric	
V168	IM3DP1Y	Year of DTaP-P1	discrete	numeric	
V169	IM3DP2D	Day of DTaP-P2	discrete	numeric	
V170	IM3DP2M	Month of DTaP-P2	discrete	numeric	
V171	IM3DP2Y	Year of DTaP-P2	discrete	numeric	
V172	IM3DP3D	Day of DTaP-P3	discrete	numeric	
V173	IM3DP3M	Month of DTaP-P3	discrete	numeric	
V174	IM3DP3Y	Year of DTaP-P3	discrete	numeric	
V175	IM3DP4D	Day of DTaP-P4	discrete	numeric	
V176	IM3DP4M	Month of DTaP-P4	discrete	numeric	
V177	IM3DP4Y	Year of DTaP-P4	discrete	numeric	
V178	IM3HB1D	Day of HIB1	discrete	numeric	
V179	IM3HB1M	Month of HIB1	discrete	numeric	
V180	IM3HB1Y	Year of HIB1	discrete	numeric	
V181	IM3HB2D	Day of HIB2	discrete	numeric	
V182	IM3HB2M	Month of HIB2	discrete	numeric	
V183	IM3HB2Y	Year of HIB2	discrete	numeric	
V184	IM3HB3D	Day of HIB3	discrete	numeric	
V185	IM3HB3M	Month of HIB3	discrete	numeric	
V186	IM3HB3Y	Year of HIB3	discrete	numeric	
V187	IM3HB4D	Day of HIB4	discrete	numeric	
V188	IM3HB4M	Month of HIB4	discrete	numeric	
V189	IM3HB4Y	Year of HIB4	discrete	numeric	
V190	IM3H0D	Day of HepB at birth immunization	discrete	numeric	
V191	IM3H0M	Month of HepB at birth immunization	discrete	numeric	
V192	IM3H0Y	Year of HepB at birth immunization	discrete	numeric	

ID	Name	Label	Type	Format	Question
V193	IM3H1D	Day of HepB1 immunization	discrete	numeric	
V194	IM3H1M	Month of HepB1 immunization	discrete	numeric	
V195	IM3H1Y	Year of HepB1 immunization	discrete	numeric	
V196	IM3H2D	Day of HepB2 immunization	discrete	numeric	
V197	IM3H2M	Month of HepB2 immunization	discrete	numeric	
V198	IM3H2Y	Year of HepB2 immunization	discrete	numeric	
V199	IM3MD	Day measles 1 or MMR immunization	discrete	numeric	
V200	IM3MM	Month Measles 1 or MMR immunization	discrete	numeric	
V201	IM3MY	Year of Measles 1 or MMR immunization	discrete	numeric	
V202	IM3M2D	Day Measles 2 or MMR immunization	discrete	numeric	
V203	IM3M2M	Month Measles 2 or MMR immunization	discrete	numeric	
V204	IM3M2Y	Year of Measles 2 or MMR immunization	discrete	numeric	
V205	IM3VD	Day of Vitamin A	discrete	numeric	
V206	IM3VM	Month of Vitamin A	discrete	numeric	
V207	IM3VY	Year of Vitamin A	discrete	numeric	
V208	IM5	Child received any other vaccinations	discrete	numeric	In addition to what is recorded on this card, did (name) receive any other vaccinations – including vaccinations received in campaigns or immunization days?
V209	IM6	Child ever received any vaccinations	discrete	numeric	Has (name) ever received any vaccinations to prevent him/her from getting diseases, including vaccinations received in a campaign or immunization day?
V210	IM7	Child ever given BCG vaccination	discrete	numeric	Has (name) ever received a BCG vaccination against tuberculosis – that is, an injection in the arm or shoulder that usually causes a scar?
V211	IM8	Child ever given Polio vaccination	discrete	numeric	Has (name) ever received any "vaccination drops in the mouth" to protect him/her from getting diseases – that is, polio?
V212	IM10	Times child given Polio vaccination	discrete	numeric	How many times was he/she given these drops?
V213	IM11A	Child ever given pentavalent vaccination	discrete	numeric	Has (name) ever received a pentavalent vaccination – that is, an injection to prevent him/her from getting diphteria, whooping cough, tetanus, hepatitis B, influenzae B?
V214	IM11B	Times child given pentavalent vaccination	discrete	numeric	How many times was a pentavalent vaccine received?
V215	IM11	Child ever given DPT vaccination	discrete	numeric	Has (name) ever received a DPT vaccination – that is, an injection in the thigh or buttocks – to prevent him/her from getting tetanus, whooping cough, or diphtheria?
V216	IM12	Times child given DPT vaccination	discrete	numeric	How many times was a DPT vaccine received?
V217	IM12A	Ever received DTaP-P1 vaccination	discrete	numeric	Has (name) ever received a DTaP-P1 vaccination – that is, an injection to prevent him/her from getting diphteria, whooping cough, tetanus, polio?
V218	IM12B	Times received DTaP-P1 vaccination	discrete	numeric	How many times was a DTaP-P1 vaccine received?

ID	Name	Label	Type	Format	Question
V219	IM12C	Ever received HIB1 vaccination	discrete	numeric	Has (name) ever received a HIB1 vaccination – that is, an injection to prevent him/her from getting haemophilus influenzae type b (flu)?
V220	IM12D	Times received HIB1 vaccination	discrete	numeric	How many times was a HIB1 vaccine received?
V221	IM13	Child ever given Hepatitis B vaccination	discrete	numeric	Has (name) ever been given a Hepatitis B vaccination – that is, an injection in the thigh or buttocks – to prevent him/her from getting Hepatitis B?
V222	IM14	Hepatitis B first given within 24 h after birth or later	discrete	numeric	Was the first Hepatitis B vaccine received within 24 hours after birth, or later?
V223	IM15	Times child given Hepatitis B vaccination	discrete	numeric	How many times was a Hepatitis B vaccine received?
V224	IM16	Child ever given Measles or MMR vaccination	discrete	numeric	Has (name) ever received a Measles injection or an MMR injection – that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting measles?
V225	IM16A	Times child given Measles or MMR vaccination	discrete	numeric	How many times was a measles injection or an MMR injection vaccine received?
V226	IM18	Child given Vitamin A dose within last 6 months	discrete	numeric	Has (name) received a vitamin A dose within the last 6 months?
V227	AN1	Measurer's identification code	contin	numeric	
V228	AN2	Result of height/length and weight measurement	discrete	numeric	
V229	AN3	Child's weight (kilograms)	discrete	numeric	
V230	AN4A	Child measured lying or standing	discrete	numeric	
V231	AN4	Child's length or height (centimetres)	discrete	numeric	
V232	AN5	Oedema presence	discrete	numeric	
V233	HAP	Height for age percentile NCHS	contin	numeric	
V234	HAZ	Height for age z-score NCHS	contin	numeric	
V235	HAM	Height for age percent of reference median NCHS	contin	numeric	
V236	WAP	Weight for age percentile NCHS	contin	numeric	
V237	WAZ	Weight for age z-score NCHS	contin	numeric	
V238	WAM	Weight for age percent of reference median NCHS	contin	numeric	
V239	WHP	Weight for height percentile NCHS	contin	numeric	
V240	WHZ	Weight for height z-score NCHS	contin	numeric	
V241	WHM	Weight for height percent of reference median NCHS	contin	numeric	
V242	FLAG	Flag for anthropometric indicators	discrete	numeric	
V243	BMI	Body Mass Index WHO	discrete	numeric	
V244	ZBMI	Body Mass Index z-score WHO	discrete	numeric	
V245	HAZ2	Height for age z-score WHO	discrete	numeric	
V246	WAZ2	Weight for age z-score WHO	discrete	numeric	
V247	WHZ2	Weight for height z-score WHO	discrete	numeric	
V248	HAZFLAG	Height for age flag WHO	discrete	numeric	
V249	WAZFLAG	Weight for age flag WHO	discrete	numeric	

ID	Name	Label	Type	Format	Question
V250	WHZFLAG	Weight for height flag WHO	discrete	numeric	
V251	BMIFLAG	BMI flag WHO	discrete	numeric	
V252	WHZNOAGE	Weight for height - Age flag WHO	discrete	numeric	
V253	HH6	Area	discrete	numeric	
V254	HH7	Region	discrete	numeric	
V255	HL4	Sex	discrete	numeric	Is (name) male or female?
V256	ED4A	Highest level of education attended	discrete	numeric	What is the highest level of school (name) attended?
V257	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest grade (name) completed at this level?
V258	CDOI	Date of interview child (CMC)	discrete	numeric	
V259	CDOB	Date of birth of child (CMC)	contin	numeric	
V260	CAGE	Age (months)	contin	numeric	
V261	CAGE_6	Age	discrete	numeric	
V262	CAGE_11	Age	discrete	numeric	
V263	CAGED	Age in days	contin	numeric	
V264	wscore	Wealth index score	contin	numeric	
V265	windex5	Wealth index quintiles	discrete	numeric	
V266	melevel	Mother's education	discrete	numeric	
V267	ethnicity	Ethnicity of household head	discrete	numeric	
V268	chweight	Children's sample weight	contin	numeric	
V269	PSU	Primary sampling unit	contin	numeric	
V270	stratum	Strata	contin	numeric	

da

Content	Data collected at the children's level (MICS Child Disability questionnaire modules)
Cases	3289
Variable(s)	49
Structure	Type: Keys: ()
Version	
Producer	Statistical Institute of Belize United Nations Children's Fund (UNICEF)
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V271	HH1	Cluster number	contin	numeric	
V272	HH2	Household number	contin	numeric	
V273	HL1	Line number	contin	numeric	
V274	HH6	Area	discrete	numeric	
V275	HH7	Region	discrete	numeric	
V276	DA1	Cluster number	contin	numeric	
V277	DA2	Household number	contin	numeric	
V278	DA4	Line number	contin	numeric	
V279	DA6	Mother's line number	discrete	numeric	
V280	DA7	Interviewer number	contin	numeric	
V281	DA8D	Day of interview	contin	numeric	
V282	DA8M	Month of interview	discrete	numeric	
V283	DA8Y	Year of interview	discrete	numeric	
V284	DA9	Result of interview for child disability	contin	numeric	
V285	DA10	Field edited by	contin	numeric	
V286	DA11	Data entry clerk number	contin	numeric	
V287	DA11AH	Start of interview - Hour	discrete	numeric	
V288	DA11AM	Start of interview - Minutes	discrete	numeric	
V289	DA11AP	Start of interview - am/pm	discrete	character	
V290	DA12	Child's age	discrete	numeric	
V291	DA13	Have any serious delay in sitting standing or walking	discrete	numeric	Compared with other children, does or did (name) have any serious delay in sitting, standing, or walking?
V292	DA14	Have difficulty seeing , either in the day or night	discrete	numeric	Compared with other children, does (name) have difficulty seeing, either in the daytime or at night?
V293	DA15	Have difficulty hearing	discrete	numeric	Does (name) appear to have any difficulty hearing? (uses hearing aid, hears with difficulty or completely deaf)?
V294	DA16	Understand what people says	discrete	numeric	When you tell (name) to do something, does he/she seem to understand what you are saying?

ID	Name	Label	Type	Format	Question
V295	DA17	Difficulty walking or moving body parts	discrete	numeric	Does (name) have difficulty in walking or moving his/her arms or does he/she have weakness and/or stiffness in the arms or legs?
V296	DA18	Have fits, become rigid or lose consciousness	discrete	numeric	Does (name) sometimes have fits, become rigid, or lose consciousness?
V297	DA19	Learn to do things like other children	discrete	numeric	Does (name) learn to do things like other children his/her age?
V298	DA20	Speaks or communicates by recognizable words	discrete	numeric	Does (name) speak at all (can he/she make him or herself understood in words; can he/she say any recognizable words)?
V299	DA22	Speech different from normal	discrete	numeric	Is (name)'s speech in any way different from normal (not clear enough to be understood by people other than the immediate family)?
V300	DA23	Name at least one object	discrete	numeric	Can (name) name at least one object (for example, an animal, a toy, a cup, a spoon)?
V301	DA24	Appears in any way slow	discrete	numeric	Compared with other children of the same age, does (name) appear in any way slow?
V302	DA25	Agrees to repeat visits	discrete	numeric	As part of this survey, others in our team may visit you again to collect more information on some of the topics we have just talked about, concerning (name). May I proceed and note that you would be fine with such a visit, if it occurs at all? again, you may change your mind and decline to speak to our team if and when the visit happens.
V303	DA26H	End interview - Hours	discrete	numeric	
V304	DA26M	End interview - Minutes	contin	numeric	
V305	DA26AP	End interview - am/pm	discrete	character	
V306	MLINE	Mother's line number	discrete	numeric	
V307	FLINE	Father's line number	discrete	numeric	
V308	HL4	Sex	discrete	numeric	
V309	ED4A	Highest level of education attended	discrete	numeric	
V310	ED4B	Highest grade completed at that level	discrete	numeric	
V311	ethnicity	Ethnicity of household head	discrete	numeric	
V312	melevel	Mother's education	discrete	numeric	
V313	felevel	Father's education	discrete	numeric	
V314	helevel	Education of household head	discrete	numeric	
V315	wscore	Wealth index score	contin	numeric	
V316	windex5	Wealth index quintiles	discrete	numeric	
V317	daweight	Children's sample weight for Disability questionnaire	contin	numeric	
V318	PSU	Primary sampling unit	contin	numeric	
V319	stratum	Strata	contin	numeric	

hh

Content	Data collected at the household level (MICS Household questionnaire modules: Household information panel, Water and sanitation, Household characteristics, Child discipline and Hand washing.)
Cases	4900
Variable(s)	127
Structure	Type: Keys: ()
Version	
Producer	Statistical Institute of Belize United Nations Children's Fund (UNICEF)
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V320	HH1	Cluster number	contin	numeric	
V321	HH2	Household number	contin	numeric	
V322	HH3	Interviewer number	contin	numeric	
V323	HH4	Supervisor number	discrete	numeric	
V324	HH5D	Day of interview	contin	numeric	
V325	HH5M	Month of interview	discrete	numeric	
V326	HH5Y	Year of interview	discrete	numeric	
V327	HH6	Area	discrete	numeric	
V328	HH7	Region	discrete	numeric	
V329	HH9	Result of HH interview	discrete	numeric	
V330	HH10	Respondent to HH questionnaire	discrete	numeric	
V331	HH11	Number of HH members	discrete	numeric	
V332	HH12	Number of women 15 - 49 years	discrete	numeric	
V333	HH13	Number of woman' questionnaires completed	discrete	numeric	
V334	HH14	Number of children under age 5	discrete	numeric	
V335	HH15	Number of under - 5 questionnaires completed	discrete	numeric	
V336	HH15A	Number of children 2 - 9 years	discrete	numeric	
V337	HH15B	Number of questionnaires completed for children age 2-9	discrete	numeric	
V338	HH16	Field editor	contin	numeric	
V339	HH17	Data entry clerk	discrete	numeric	
V340	HH18H	Start of interview - Hour	discrete	numeric	
V341	HH18M	Start of interview - Minutes	contin	numeric	
V342	HH18AP	AM/PM	discrete	character	
V343	HH19H	End of interview - Hour	discrete	numeric	
V344	HH19M	End of interview - Minutes	contin	numeric	
V345	HH19AP	AM/PM	discrete	character	

ID	Name	Label	Type	Format	Question
V346	WS1	Main source of drinking water	discrete	numeric	What is the main source of drinking water for members of your household?
V347	WS2	Main source of water used for other purposes (if bottled water used for drinking)	discrete	numeric	What is the main source of water used by your household for other purposes such as cooking and handwashing?
V348	WS3	Location of the water source	discrete	numeric	Where is that water source located?
V349	WS4	Time (in minutes) to get water and come back	discrete	numeric	How long does it take to go there, get water, and come back?
V350	WS5	Person collecting water	discrete	numeric	Who usually goes to this source to fetch the water for your household?
V351	WS6	Treat water to make safer for drinking	discrete	numeric	Do you do anything to the water to make it safer to drink?
V352	WS7A	Water treatment: Boil	discrete	character	What do you usually do to make the water safer to drink?
V353	WS7B	Water treatment: Add bleach/chlorine	discrete	character	What do you usually do to make the water safer to drink?
V354	WS7C	Water treatment: Strain it through a cloth	discrete	character	What do you usually do to make the water safer to drink?
V355	WS7D	Water treatment: Use water filter	discrete	character	What do you usually do to make the water safer to drink?
V356	WS7E	Water treatment: Solar disinfection	discrete	character	What do you usually do to make the water safer to drink?
V357	WS7F	Water treatment: Let it stand and settle	discrete	character	What do you usually do to make the water safer to drink?
V358	WS7X	Water treatment: Other	discrete	character	What do you usually do to make the water safer to drink?
V359	WS7Z	Water treatment: DK	discrete	character	What do you usually do to make the water safer to drink?
V360	WS8	Type of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use?
V361	WS9	Toilet facility shared	discrete	numeric	Do you share this faciilty with others who are not members of your household?
V362	WS10	Toilet shared with other household or with general public	discrete	numeric	Do you share this facility only with members of other households that you know, or is the facility open to the use of the general public?
V363	WS11	Households using this toilet facility	discrete	numeric	How many households in total use this toilet facility, including your own household?
V364	HC1A	Religion of household head	discrete	numeric	What is the religion of the head of this household?
V365	HC1B	Mother tongue of household head	discrete	numeric	What is the first language of the head of this household?
V366	HC1C	Ethnic group of household head	discrete	numeric	To what ethnic group does the head of this household belong?
V367	HC2	Number of rooms used for sleeping	discrete	numeric	How many rooms in this dwelling unit are used for sleeping by the members of this household?
V368	HC3	Main material of floor	discrete	numeric	
V369	HC4	Main material of roof	discrete	numeric	
V370	HC5	Main material of exterior wall	discrete	numeric	
V371	HC6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?
V372	HC7	Cooking location	discrete	numeric	Is the cooking usually done in the house, in a separate building or outdoors? If "In the house", probe: Is it done in a separate room used as a kitchen?
V373	HC8A	Electricity	discrete	numeric	Does your household have: Electricity?
V374	HC8B	Radio	discrete	numeric	Does your household have: A radio?

ID	Name	Label	Type	Format	Question
V375	HC8C	Television	discrete	numeric	Does your household have: A television?
V376	HC8D	Non-mobile phone	discrete	numeric	Does your household have: A non-mobile telephone?
V377	HC8E	Refrigerator	discrete	numeric	Does your household have: A refrigerator?
V378	HC8F	Fan	discrete	numeric	Does your household have: A fan?
V379	HC8G	Microwave oven	discrete	numeric	Does your household have: A microwave oven?
V380	HC8H	Security alarm	discrete	numeric	Does your household have: A security alarm system?
V381	HC8I	Washing machine	discrete	numeric	Does your household have: A washing machine?
V382	HC8J	DVD player	discrete	numeric	Does your household have: A DVD player?
V383	HC8K	Bar-b-que grill	discrete	numeric	Does your household have: A gas bar-b-que grill?
V384	HC8L	Air conditioner	discrete	numeric	Does your household have: An air conditioner?
V385	HC8M	Water cooler	discrete	numeric	Does your household have: A water cooler?
V386	HC8N	Sofa	discrete	numeric	Does your household have: A sofa?
V387	HC8O	Dining room table	discrete	numeric	Does your household have: A dining room table?
V388	HC8P	Clothes closet	discrete	numeric	Does your household have: A clothes closet?
V389	HC9A	Watch	discrete	numeric	Does any member of your household own:A watch?
V390	HC9B	Mobile telephone	discrete	numeric	Does any member of your household own:A cell telephone?
V391	HC9C	Bicycle	discrete	numeric	Does any member of your household own:A bicycle?
V392	HC9D	Motorcycle or scooter	discrete	numeric	Does any member of your household own:A motorcycle or scooter?
V393	HC9F	Car or truck	discrete	numeric	Does any member of your household own:A car or truck?
V394	HC9G	Boat with motor	discrete	numeric	Does any member of your household own:A boat with a motor?
V395	HC9H	MP3/MP4 player	discrete	numeric	Does any member of your household own:An MP3/MP4 player?
V396	HC9I	Fishing rod	discrete	numeric	Does any member of your household own:A fishing rod?
V397	HC9J	Weight training machine	discrete	numeric	Does any member of your household own:A weight training machine?
V398	HC9K	Computer	discrete	numeric	Does any member of your household own:A computer?
V399	HC10	Household owns the dwelling	discrete	numeric	Do you or someone living in this household own this dwelling?
V400	HC11	Any household member own land that can be used for agriculture	discrete	numeric	Does any member of this household own any land that can be used for agriculture?
V401	HC12	Acres of agricultural land members of household owns	contin	numeric	How many acres of agricultural land do members of this household own?
V402	HC13	Household own any animals	discrete	numeric	Does this household own any livestock, herds, other farm animals or poultry?
V403	HC14A	Cattle, milk cows, or bulls	contin	numeric	How many of the following animals does this household own? Cattle, milk cows, or bulls
V404	HC14B	Horses, donkeys, or mules	discrete	numeric	How many of the following animals does this household own? Horses, donkeys, or mules
V405	HC14C	Goats	discrete	numeric	How many of the following animals does this household own? Goats
V406	HC14D	Sheep	discrete	numeric	How many of the following animals does this household own? Sheep

ID	Name	Label	Type	Format	Question
V407	HC14E	Chickens	contin	numeric	How many of the following animals does this household own? Chickens
V408	HC14F	Pigs	contin	numeric	How many of the following animals does this household own? Pigs
V409	HC15	Any household member own bank account	discrete	numeric	Does any member of this household have a bank account, a bank book or credit union book?
V410	CD6	Total children aged 2-14 years	discrete	numeric	Total number of children age 2–14 years
V411	CD8	Rank number of the selected child	discrete	numeric	
V412	CD9	Child line number	discrete	numeric	
V413	CD_FLAG	Flag for correct child line number	discrete	numeric	
V414	CD11	Took away privileges	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Took away privileges, forbade something (name) liked or did not allow him/her to leave house.
V415	CD12	Explained why behaviour was wrong	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Explained why (name)'s behavior was wrong
V416	CD13	Shook child	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Shook him/her.
V417	CD14	Shouted, yelled or screamed at child	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Shouted, yelled at or screamed at him/her.
V418	CD15	Gave child something else to do	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Gave him/her something else to do.
V419	CD16	Spanked, hit or slapped child on bottom with bare hand	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Spanked, hit or slapped him/her on the bottom with bare hand.
V420	CD17	Hit child on the bottom or elsewhere with belt, brush, stick, etc.	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.
V421	CD18	Called child dumb, lazy or another name	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Called him/her stupid, lazy or another name like that.

ID	Name	Label	Type	Format	Question
V422	CD19	Hit or slapped child on the face, head or ears	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Hit or slapped him/her on the face, head or ears.
V423	CD20	Hit or slapped child on the hand, arm or leg	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Hit or slapped him/her on the hand, arm or leg.
V424	CD21	Beat child up as hard as one could	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Beat him/her up, that is hit him/her over and over as hard as one could.
V425	CD22	Child needs to be physically punished to be brought up properly	discrete	numeric	Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?
V426	HW1	Place where household members most often wash their hands	discrete	numeric	Please show me where members of your household most often wash their hands.
V427	HW2	Water available at the place for handwashing	discrete	numeric	
V428	HW3A	Bar soap	discrete	character	
V429	HW3B	Detergent (Powder / Liquid / Paste)	discrete	character	
V430	HW3C	Liquid soap	discrete	character	
V431	HW3D	Ash / Mud / Sand	discrete	character	
V432	HW3Y	None	discrete	character	
V433	HW4	Soap/other material available for washing hands	discrete	numeric	Do you have any bar soap, soap powder or liquid soap in your household for washing hands?
V434	HW5A	Bar soap	discrete	character	Can you please show it to me?
V435	HW5B	Detergent (Powder / Liquid / Paste)	discrete	character	Can you please show it to me?
V436	HW5C	Liquid soap	discrete	character	Can you please show it to me?
V437	HW5D	Ash / Mud / Sand	discrete	character	Can you please show it to me?
V438	HW5Y	Not able / Does not want to show	discrete	character	Can you please show it to me?
V439	HHSEX	Sex of household head	discrete	numeric	
V440	wscore	Wealth index score	contin	numeric	
V441	windex5	Wealth index quintiles	discrete	numeric	
V442	ethnicity	Ethnicity of household head	contin	numeric	
V443	helevel	Education of household head	contin	numeric	
V444	hhweight	Household sample weight	contin	numeric	
V445	PSU	Primary sampling unit	contin	numeric	
V446	stratum	Strata	contin	numeric	

hl

Content	Data collected at the household members' level (MICS Household members questionnaire modules: Household listing form, Education, and Child labour.)
Cases	17538
Variable(s)	64
Structure	Type: Keys: ()
Version	
Producer	Statistical Institute of Belize United Nations Children's Fund (UNICEF)
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V447	HH1	Cluster number	contin	numeric	
V448	HH2	Household number	contin	numeric	
V449	HL1	Line number	contin	numeric	
V450	HL3	Relationship to the head	discrete	numeric	What is the relationship of (name) to the head of the household?
V451	HL4	Sex	discrete	numeric	Is (name) male or female?
V452	HL5M	Month of birth	discrete	numeric	What is (name)'s date of birth?
V453	HL5Y	Year of birth	discrete	numeric	What is (name)'s date of birth?
V454	HL6	Age	discrete	numeric	How old is (name)?
V455	HL7	Line number of woman age 15 - 49	discrete	numeric	
V456	HL8	Line number of mother/caretaker for children age 5 - 14	discrete	numeric	Who is the mother or primary caretaker of this child?
V457	HL9	Line number of mother/caretaker for children under age 5	discrete	numeric	Who is the mother or primary caretaker of this child?
V458	HL9A	Line number of mother/caretaker for children 2-9	discrete	numeric	Who is the mother or primary caretaker of this child?
V459	HL11	Is natural mother alive	discrete	numeric	Is (name)'s natural mother alive?
V460	HL12	Natural mother's line number in HH	discrete	numeric	Does (name's) natural mother live in this household?
V461	HL13	Is natural father alive	discrete	numeric	Is (name)'s natural father alive?
V462	HL14	Natural father's line number in HH	discrete	numeric	Does (name)'s natural father live in this household?
V463	ED1	Line number	contin	numeric	
V464	ED3	Ever attended school or pre-school	discrete	numeric	Has (name) ever attended school or preschool?
V465	ED4A	Highest level of education attended	discrete	numeric	What is the highest level of school (name) attended?
V466	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest standard/form/year (name) completed at this level?
V467	ED5	Attended school during current school year (2009-2010)	discrete	numeric	During the (2010–2011), school year, did (name) attend school or preschool at any time?
V468	ED6A	Level of education attended current school year	discrete	numeric	During this school year, which level and standard /form/year is (name) attending? Level:

ID	Name	Label	Type	Format	Question
V469	ED6B	Grade of education attended current school year	discrete	numeric	During this school year, which level and standard /form/year is (name) attending? Standard/Form/Year:
V470	ED7	Attended school previous school year (2008-2009)	discrete	numeric	During the previous school year, that is 2009-2010, did (name) attend school or preschool at any time?
V471	ED8A	Level of education attended previous school year	discrete	numeric	During that previous school year, which level and standard /form/year did (name) attend? Level:
V472	ED8B	Grade of education attended previous school year	discrete	numeric	During that previous school year, which level and standard /form/year did (name) attend? Standard/Form/Year:
V473	CL1	Line number	contin	numeric	
V474	CL3	Worked in past week for someone who is not a HH member	discrete	numeric	During the past week, did (name) do any kind of work for someone who is not a member of this household? If yes: for pay in cash or kind?
V475	CL4	Hours worked in past week for someone who is not a HH member	discrete	numeric	Since last (day of the week), about how many hours did he/she do this work for someone who is not a member of this household?
V476	CL5	Worked in past week to fetch water or collect firewood for household use	discrete	numeric	During the past week, did (name) fetch water or collect firewood for household use?
V477	CL6	Hours to fetch water or collect firewood	discrete	numeric	Since last (day of the week), about how many hours did he/she fetch water or collect firewood for household use?
V478	CL7	Other paid or unpaid family work in past week	discrete	numeric	During the past week, did (name) do any paid or unpaid work for a household member on a family farm or in a family business or selling goods in the street?
V479	CL8	Hours worked on other family work	discrete	numeric	Since last (day of the week), about how many hours did he/she do this work for his/her family or himself/herself?
V480	CL9	Helped with household chores in past week	discrete	numeric	During the past week, did (name) help with household chores such as shopping, cleaning, washing clothes, cooking; or caring for children, old or sick people?
V481	CL10	Hours spent on chores in past week	discrete	numeric	Since last (day of the week), about how many hours did he/she spend doing these chores?
V482	CL11A	When in the day were chores done in the past week - morning	discrete	character	During the past week, when did (name) carry out these household chores?
V483	CL11B	When in the day were chores done in the past week - afternoon	discrete	character	During the past week, when did (name) carry out these household chores?
V484	CL11E	When in the day were chores done in the past week - evening	discrete	character	During the past week, when did (name) carry out these household chores?
V485	CL11D	When in the day were chores done in the past week - night	discrete	character	During the past week, when did (name) carry out these household chores?
V486	CL12A	Which household chores were done in the past week - cooking/serving food	discrete	character	During the past week, which household chores was (name) mainly carrying out?
V487	CL12B	Which household chores were done in the past week - shopping for HH	discrete	character	During the past week, which household chores was (name) mainly carrying out?
V488	CL12C	Which household chores were done in the past week - cleaning utensils/house	discrete	character	During the past week, which household chores was (name) mainly carrying out?
V489	CL12D	Which household chores were done in the past week - washing clothes	discrete	character	During the past week, which household chores was (name) mainly carrying out?
V490	CL12E	Which household chores were done in the past week - minor household repairs	discrete	character	During the past week, which household chores was (name) mainly carrying out?

ID	Name	Label	Type	Format	Question
V491	CL12F	Which household chores were done in the past week - caring for children	discrete	character	During the past week, which household chores was (name) mainly carrying out?
V492	CL12G	Which household chores were done in the past week - caring for elderly or sick	discrete	character	During the past week, which household chores was (name) mainly carrying out?
V493	CL12H	Which household chores were done in the past week - other	discrete	character	During the past week, which household chores was (name) mainly carrying out?
V494	HH5D	Day of interview	contin	numeric	Day/month/year of interview:
V495	HH5M	Month of interview	discrete	numeric	Day/month/year of interview:
V496	HH5Y	Year of interview	discrete	numeric	Day/month/year of interview:
V497	HH6	Area	discrete	numeric	
V498	HH7	Region	discrete	numeric	
V499	MLINE	Mother's line number	discrete	numeric	
V500	FLINE	Father's line number	discrete	numeric	
V501	ethnicity	Ethnicity of household head	discrete	numeric	
V502	melevel	Mother's education	discrete	numeric	
V503	felevel	Father's education	discrete	numeric	
V504	helevel	Education of household head	discrete	numeric	
V505	wscore	Wealth index score	contin	numeric	
V506	windex5	Wealth index quintiles	discrete	numeric	
V507	schage	Age at beginning of school year	discrete	numeric	
V508	hhweight	Household sample weight	contin	numeric	
V509	PSU	Primary sampling unit	contin	numeric	
V510	stratum	Strata	contin	numeric	

wm

Content	Data collected at the women's level (MICS Women's questionnaire modules: Woman's information panel, Woman's background, Child mortality, Desire for last birth, Maternal and newborn health, Post-natal health checks, Illness symptoms, Contraception, Unmet need, Attitudes toward domestic violence, Marriage/union, Sexual behavior, HIV/AIDS and Life satisfaction.)
Cases	4485
Variable(s)	277
Structure	Type: Keys: ()
Version	
Producer	Statistical Institute of Belize United Nations Children's Fund (UNICEF)
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V511	HH1	Cluster number	contin	numeric	
V512	HH2	Household number	contin	numeric	
V513	LN	Line number	discrete	numeric	
V514	WM1	Cluster number	contin	numeric	
V515	WM2	Household number	contin	numeric	
V516	WM4	Woman's line number	discrete	numeric	
V517	WM5	Interviewer number	contin	numeric	
V518	WM6D	Day of interview	contin	numeric	
V519	WM6M	Month of interview	discrete	numeric	
V520	WM6Y	Year of interview	discrete	numeric	
V521	WM7	Result of woman's interview	discrete	numeric	
V522	WM8	Field editor	discrete	numeric	
V523	WM9	Data entry clerk	discrete	numeric	
V524	WM10H	Start of interview - Hour	discrete	numeric	
V525	WM10M	Start of interview - Minutes	contin	numeric	
V526	WM10AP	AM/PM	discrete	character	
V527	WM11H	End of interview - Hour	discrete	numeric	
V528	WM11M	End of interview - Minutes	contin	numeric	
V529	WM11AP	AM/PM	discrete	character	
V530	WB1M	Month of birth of woman	discrete	numeric	In what month and year were you born?
V531	WB1Y	Year of birth of woman	contin	numeric	In what month and year were you born?
V532	WB2	Age of woman	contin	numeric	How old are you?
V533	WB3	Ever attended school	discrete	numeric	Have you ever attended school or preschool?
V534	WB4	Highest level of school attended	discrete	numeric	What is the highest level of school you attended?
V535	WB5	Highest grade completed at that level	discrete	numeric	What is the highest standard/form/year you completed at that level?

ID	Name	Label	Type	Format	Question
V536	WB7	Can read part of the sentence	discrete	numeric	Now I would like you to read this sentence to me. Can you read part of the sentence to me?
V537	CM1	Ever given birth	discrete	numeric	Now I would like to ask about all the live births you have had during your life. Have you ever given birth?
V538	CM2D	Day of first birth	contin	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V539	CM2M	Month of first birth	discrete	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V540	CM2Y	Year of first birth	contin	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V541	CM3	Years since first birth	discrete	numeric	How many years ago did you have your first birth?
V542	CM4	Any sons or daughters living with you	discrete	numeric	Do you have any sons or daughters to whom you have given birth who are now living with you?
V543	CM5A	Sons living with you	discrete	numeric	How many sons live with you?
V544	CM5B	Daughters living with you	discrete	numeric	How many daughters live with you?
V545	CM6	Any sons or daughters not living with you	discrete	numeric	Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?
V546	CM7A	Sons living elsewhere	discrete	numeric	How many sons are alive but do not live with you?
V547	CM7B	Daughters living elsewhere	discrete	numeric	How many daughters are alive but do not live with you?
V548	CM8	Ever had child who later died	discrete	numeric	Have you ever given birth to a boy or girl who was born alive but later died?
V549	CM9A	Boys dead	discrete	numeric	How many boys have died?
V550	CM9B	Girls dead	discrete	numeric	How many girls have died?
V551	CM10	Children ever born	discrete	numeric	
V552	CM12D	Day of last birth	contin	numeric	Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?
V553	CM12M	Month of last birth	discrete	numeric	Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?
V554	CM12Y	Year of last birth	contin	numeric	Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?
V555	CM13	Last birth in last two years	discrete	character	
V556	DB1	Wanted last child then	discrete	numeric	When you got pregnant with (name), did you want to get pregnant at that time?
V557	DB2	Wanted child later or did not want more children	discrete	numeric	Did you want to have a baby later on, or is it that you did not want any (more) children?
V558	DB3U	Desired waiting time (units)	discrete	numeric	How much longer did you want to wait?
V559	DB3N	Desired waiting time (number)	discrete	numeric	How much longer did you want to wait?
V560	MN1	Received antenatal care	discrete	numeric	Did you see anyone for prenatal care during your pregnancy with (name)?
V561	MN2A	Antenatal care: Doctor	discrete	character	Whom did you see?
V562	MN2B	Antenatal care: Nurse / Midwife	discrete	character	Whom did you see?
V563	MN2C	Antenatal care: Auxiliary midwife	discrete	character	Whom did you see?

ID	Name	Label	Type	Format	Question
V564	MN2F	Antenatal care: Traditional birth attendant	discrete	character	Whom did you see?
V565	MN2G	Antenatal care: Community health worker	discrete	character	Whom did you see?
V566	MN2X	Antenatal care: Other	discrete	character	Whom did you see?
V567	MN3	Times received antenatal care	discrete	numeric	How many times did you receive prenatal care during this pregnancy?
V568	MN4A	Blood pressure	discrete	numeric	As part of your prenatal care during this pregnancy, were any of the following done at least once: Was your blood pressure measured?
V569	MN4B	Urine sample	discrete	numeric	As part of your prenatal care during this pregnancy, were any of the following done at least once: Did you give a urine sample?
V570	MN4C	Blood sample	discrete	numeric	As part of your prenatal care during this pregnancy, were any of the following done at least once: Did you give a blood sample?
V571	MN5	Has own immunization card	discrete	numeric	Do you have a prenatal clinic card or other document with your own immunizations listed? May I see it please?
V572	MN6	Any tetanus toxoid injection during last pregnancy	discrete	numeric	When you were pregnant with (name), did you receive any injection in the arm or shoulder to prevent the baby from getting tetanus toxoid, that is convulsions after birth?
V573	MN7	Doses of tetanus toxoid during last pregnancy	discrete	numeric	How many times did you receive this tetanus injection during your pregnancy with (name)?
V574	MN9	Any tetanus toxoid injection before last pregnancy	discrete	numeric	Did you receive any tetanus injection at any time before your pregnancy with (name), either to protect yourself or another baby?
V575	MN10	Doses of tetanus toxoid before last pregnancy	discrete	numeric	How many times did you receive a tetanus injection before your pregnancy with (name)?
V576	MN11	Years ago last tetanus toxoid received	discrete	numeric	How many years ago did you receive the last tetanus injection before your pregnancy with (name)?
V577	MN13	Took medicine in order to prevent malaria	discrete	numeric	
V578	MN14A	Medicines taken to prevent malaria: SP / Fansidar	discrete	character	
V579	MN14B	Medicines taken to prevent malaria: Chloroquine	discrete	character	
V580	MN14X	Medicines taken to prevent malaria: Other	discrete	character	
V581	MN14Z	Medicines taken to prevent malaria: DK	discrete	character	
V582	MN16	Times took SP / Fansidar	discrete	numeric	
V583	MN17A	Assistance at delivery: Doctor	discrete	character	Who assisted with the delivery of (name)?
V584	MN17B	Assistance at delivery: Nurse / Midwife	discrete	character	Who assisted with the delivery of (name)?
V585	MN17C	Assistance at delivery: Auxiliary midwife	discrete	character	Who assisted with the delivery of (name)?
V586	MN17F	Assistance at delivery: Traditional birth attendant	discrete	character	Who assisted with the delivery of (name)?
V587	MN17G	Assistance at delivery: Community health worker	discrete	character	Who assisted with the delivery of (name)?
V588	MN17H	Assistance at delivery: Relative / Friend	discrete	character	Who assisted with the delivery of (name)?

ID	Name	Label	Type	Format	Question
V589	MN17X	Assistance at delivery: Other	discrete	character	Who assisted with the delivery of (name)?
V590	MN17Y	Assistance at delivery: No one	discrete	character	Who assisted with the delivery of (name)?
V591	MN18	Place of delivery	discrete	numeric	Where did you give birth to (name)?
V592	MN19	Delivery by caesarean section	discrete	numeric	Was (name) delivered by caesarean section? (That is, did they cut your belly open to take the baby out?)
V593	MN20	Size of child at birth	discrete	numeric	When (name) was born, was he/she very large, larger than average, average, smaller than average or very small?
V594	MN21	Child weighed at birth	discrete	numeric	Was (name) weighed at birth?
V595	MN22A	Weight from card or recall	discrete	numeric	How much did (name) weigh?
V596	MN22	Weight at birth (Kilograms)	contin	numeric	How much did (name) weigh?
V597	MN23	Menstrual period returned since the birth of child	discrete	numeric	Has your menstrual period returned since the birth of (name)?
V598	MN24	Ever breastfeed	discrete	numeric	Did you ever breastfeed (name)?
V599	MN25U	Time baby put to breast (unit)	discrete	numeric	How long after birth did you first put (name) to the breast?
V600	MN25N	Time baby put to breast (number)	discrete	numeric	How long after birth did you first put (name) to the breast?
V601	MN26	Within first 3 days after delivery, child given anything to drink other than breast milk	discrete	numeric	In the first three days after delivery, was (name) given anything to drink other than breast milk?
V602	MN27A	Child given to drink - Milk (other than breast milk)	discrete	character	What was (name) given to drink?
V603	MN27B	Child given to drink - Plain water	discrete	character	What was (name) given to drink?
V604	MN27C	Child given to drink - Sugar or glucose water	discrete	character	What was (name) given to drink?
V605	MN27D	Child given to drink - Gripe water	discrete	character	What was (name) given to drink?
V606	MN27E	Child given to drink - Sugar - salt - water solution	discrete	character	What was (name) given to drink?
V607	MN27F	Child given to drink - Fruit juice	discrete	character	What was (name) given to drink?
V608	MN27G	Child given to drink - Infant formula	discrete	character	What was (name) given to drink?
V609	MN27H	Child given to drink - Tea / Infusions	discrete	character	What was (name) given to drink?
V610	MN27I	Child given to drink - Honey	discrete	character	What was (name) given to drink?
V611	MN27X	Child given to drink - Other	discrete	character	What was (name) given to drink?
V612	PN2U	Duration of staying in the health facility (unit)	discrete	numeric	Now I would like to ask you some questions about what happened in the hours and days after the birth of (name). You have said that you gave birth in (name or type of facility in mn18). how long did you stay there after the delivery?
V613	PN2N	Duration of staying in the health facility (number)	discrete	numeric	Now I would like to ask you some questions about what happened in the hours and days after the birth of (name). You have said that you gave birth in (name or type of facility in mn18). how long did you stay there after the delivery?
V614	PN3	Baby's health checked before leaving health facility	discrete	numeric	I would like to talk to you about checks on (name)'s health after delivery – for example, someone examining (name), checking the cord, or seeing if (name) is ok. Before you left the (name or type of facility in mn18), did anyone check on (name)'s health?

ID	Name	Label	Type	Format	Question
V615	PN4	Mother's health checked before leaving health facility	discrete	numeric	And what about checks on your health – I mean, someone assessing your health, for example asking questions about your health or examining you. Did anyone check on your health before you left (name or type or facility in MN18)?
V616	PN5	Baby's health checked after leaving health facility	discrete	numeric	Now I would like to talk to you about what happened after you gave birth at (name or type of facility in MN18). Did anyone check on (name)'s health after you left (name or type of facility in MN18)?
V617	PN7	Baby checked after the delivery was over	discrete	numeric	You have already said that (person or persons in MN17) assisted with the birth. Now I would like to talk to you about checks on (name)'s health after delivery, for example examining (name), checking the cord, or seeing if (name) is ok. After the delivery was over and before (person or persons in MN17) left you, did (person or persons in MN17) check on (name)'s health?
V618	PN8	Mother checked after the delivery was over	discrete	numeric	And did (person or persons in MN17) check on your health before leaving? By check on your health, I mean assessing your health, for example asking questions about your health or examining you.
V619	PN9	Additional baby check after the delivery	discrete	numeric	After the (person or persons in mn17) left you, did anyone check on the health of (name)?
V620	PN10	Baby checked after the delivery	discrete	numeric	I would like to talk to you about checks on (name)'s health after delivery – for example, someone examining (name), checking the cord, or seeing if the baby is ok. After (name) was delivered, did anyone check on his/her health?
V621	PN11	Number of times baby was checked	discrete	numeric	Did such a check happen only once, or more than once?
V622	PN12U	How long after delivery did the first check of baby happen (unit)	discrete	numeric	How long after delivery did the first of these checks happen?
V623	PN12N	How long after delivery did the first check of baby happen (number)	discrete	numeric	How long after delivery did the first of these checks happen?
V624	PN13A	Person checking on baby's health: Doctor	discrete	character	Who checked on (name)'s health at that time?
V625	PN13B	Person checking on baby's health: Nurse / Midwife	discrete	character	Who checked on (name)'s health at that time?
V626	PN13C	Person checking on baby's health: Auxiliary midwife	discrete	character	Who checked on (name)'s health at that time?
V627	PN13F	Person checking on baby's health: Traditional birth attendant	discrete	character	Who checked on (name)'s health at that time?
V628	PN13G	Person checking on baby's health: Community health worker	discrete	character	Who checked on (name)'s health at that time?
V629	PN13H	Person checking on baby's health: Relative / Friend	discrete	character	Who checked on (name)'s health at that time?
V630	PN13X	Person checking on baby's health: Other	discrete	character	Who checked on (name)'s health at that time?
V631	PN14	Place where baby's health was checked	discrete	numeric	Where did this check take place?
V632	PN16	Mother's health checked after leaving health facility	discrete	numeric	After you left (name or type of facility in MN18), did anyone check on your health?
V633	PN18	Mother's health checked after the delivery was over	discrete	numeric	After the delivery was over and (person or persons in MN17) left, did anyone check on your health?

ID	Name	Label	Type	Format	Question
V634	PN19	Mother's health checked after the birth of the baby	discrete	numeric	After the birth of (name), did anyone check on your health? I mean someone assessing your health, for example asking questions about your health or examining you.
V635	PN20	Number of times mother's health was checked after the birth	discrete	numeric	Did such a check happen only once, or more than once?
V636	PN21U	How long after delivery did the first check of mother happen (unit)	discrete	numeric	
V637	PN21N	How long after delivery did the first check of mother happen (number)	discrete	numeric	
V638	PN22A	Person checking on mother's health: Doctor	discrete	character	
V639	PN22B	Person checking on mother's health: Nurse / Midwife	discrete	character	
V640	PN22C	Person checking on mother's health: Auxiliary midwife	discrete	character	
V641	PN22F	Person checking on mother's health: Traditional birth attendant	discrete	character	
V642	PN22G	Person checking on mother's health: Community health worker	discrete	character	
V643	PN22H	Person checking on mother's health: Relative / Friend	discrete	character	
V644	PN22X	Person checking on mother's health: Other	discrete	character	
V645	PN23	Place where mother's health was checked	discrete	numeric	
V646	IS2A	Symptoms: Child not able to drink or breastfeed	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V647	IS2B	Symptoms: Child becomes sicker	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V648	IS2C	Symptoms: Child develops a fever	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V649	IS2D	Symptoms: Child has fast breathing	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V650	IS2E	Symptoms: Child has difficult breathing	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V651	IS2F	Symptoms: Child has blood in stools	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V652	IS2G	Symptoms: Child is drinking poorly	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

ID	Name	Label	Type	Format	Question
V653	IS2H	Symptoms: Child has diarrhea	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V654	IS2I	Symptoms: Child has vomiting	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V655	IS2X	Symptoms: Other	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V656	IS2Y	Symptoms: Other	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V657	IS2Z	Symptoms: Other	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V658	CP1	Currently pregnant	discrete	numeric	I would like to talk with you about another subject— family planning. Are you pregnant now?
V659	CP2	Currently using a method to avoid pregnancy	discrete	numeric	Some peopleuse various ways or methods to delay or avoid a pregnancy. Are you currently doing something or using any method to delay or avoid getting pregnant?
V660	CP3A	Current method: Female sterilization	discrete	character	Which method are you using? Female sterilization (tie-off)
V661	CP3B	Current method: Male sterilization	discrete	character	Which method are you using? Male sterilization (vasectomy)
V662	CP3C	Current method: IUD	discrete	character	Which method are you using? IUD/Coil
V663	CP3D	Current method: Injectables	discrete	character	Which method are you using? Injections
V664	CP3E	Current method: Implants	discrete	character	Which method are you using? Implants
V665	CP3F	Current method: Pill	discrete	character	Which method are you using? Pill
V666	CP3G	Current method: Male condom	discrete	character	Which method are you using? Male Condom
V667	CP3H	Current method: Female condom	discrete	character	Which method are you using? Female Condom
V668	CP3I	Current method: Diaphragm	discrete	character	Which method are you using? Diaphragm
V669	CP3J	Current method: Foam / Jelly	discrete	character	Which method are you using? Foam, Jelly
V670	CP3K	Current method: Lactational amenorrhoea method	discrete	character	Which method are you using? Lactational Amenorrhoea Method (LAM)
V671	CP3L	Current method: Periodic abstinence / Rhythm	discrete	character	Which method are you using? Periodic abstinence/Rhythm/Calendar
V672	CP3M	Current method: Withdrawal	discrete	character	Which method are you using? Withdrawal
V673	CP3X	Current method: Other	discrete	character	Which method are you using? Other (specify)
V674	UN2	Wanted to get pregnant at the time	discrete	numeric	Now I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?
V675	UN3	Wanted baby later or did not want more children	discrete	numeric	Did you want to have a baby later on or is it that you did not want any (more) children?
V676	UN4	Would like to have another child (currently pregnant)	discrete	numeric	Now I would like to ask some questions about the future. After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children?

ID	Name	Label	Type	Format	Question
V677	UN6	Would like to have another child (not currently pregnant)	discrete	numeric	Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?
V678	UN7U	Desired waiting time (unit)	discrete	numeric	How long would you like to wait before the birth of (a/another) child?
V679	UN7N	Desired waiting time (number)	contin	numeric	How long would you like to wait before the birth of (a/another) child?
V680	UN10	Able to get pregnant	discrete	numeric	Do you think you are physically able to get pregnant at this time?
V681	UN11A	Reason: Infrequent sex / No sex	discrete	character	Why do you think you are not physically able to get pregnant?
V682	UN11B	Reason: Menopausal	discrete	character	Why do you think you are not physically able to get pregnant?
V683	UN11C	Reason: Never menstruated	discrete	character	Why do you think you are not physically able to get pregnant?
V684	UN11D	Reason: Hysterectomy	discrete	character	Why do you think you are not physically able to get pregnant?
V685	UN11E	Reason: Trying to get pregnant for 2 years without result	discrete	character	Why do you think you are not physically able to get pregnant?
V686	UN11F	Reason: Postpartum amenorrheic	discrete	character	Why do you think you are not physically able to get pregnant?
V687	UN11G	Reason: Breastfeeding	discrete	character	Why do you think you are not physically able to get pregnant?
V688	UN11H	Reason: Too old	discrete	character	Why do you think you are not physically able to get pregnant?
V689	UN11I	Reason: Fatalistic	discrete	character	Why do you think you are not physically able to get pregnant?
V690	UN11X	Reason: Other	discrete	character	Why do you think you are not physically able to get pregnant?
V691	UN11Z	Reason: Don't know	discrete	character	Why do you think you are not physically able to get pregnant?
V692	UN13U	Start of last menstrual period (unit)	discrete	numeric	When did your last menstrual period start?
V693	UN13N	Start of last menstrual period (number)	discrete	numeric	When did your last menstrual period start?
V694	DV1A	If she goes out with out telling husband: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she goes out without telling him?
V695	DV1B	If she neglects the children: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she neglects the chidlren?
V696	DV1C	If she argues with husband: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she quarrels with him?
V697	DV1D	If she refuses sex with husband: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she refuses to have sex with him?
V698	DV1E	If she burns the food: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she burns the food?

ID	Name	Label	Type	Format	Question
V699	DV1F	If she has sex with another man: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she has sex with another man?
V700	DV1G	if she wasts money: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she wastes the money?
V701	MA1	Currently married or living with a man	discrete	numeric	Are you currently married or living with a man as if married?
V702	MA2	Age of husband/partner	contin	numeric	How old is your current husband/partner?
V703	MA3	Husband/partner has other wives	discrete	numeric	Besides yourself, does your husband/partner have any other wives or partners or does he live with other women as if married?
V704	MA4	Number of other wives	discrete	numeric	How many other wives or partners does he have?
V705	MA5	Ever married or lived with a man	discrete	numeric	Have you ever been married or lived together with a man as if married?
V706	MA6	Marital status	discrete	numeric	What is your marital status now: are you widowed, divorced or separated?
V707	MA7	Married or lived with a man once or more than once	discrete	numeric	Have you been married or lived with a man only once or more than once?
V708	MA8M	Month of first union	discrete	numeric	In what month and year did you first marry or start living with a man as if married?
V709	MA8Y	Year of first union	contin	numeric	In what month and year did you first marry or start living with a man as if married?
V710	MA9	Age at first union	contin	numeric	How old were you when you started living with your first husband/partner?
V711	SB1	Age at first sexual intercourse	contin	numeric	Now, I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues. The information you supply will remain strictly confidential. How old were you when you had sexual intercourse for the very first time?
V712	SB2	Condom used during first sexual intercourse	discrete	numeric	The first time you had sexual intercourse, was a condom used?
V713	SB3U	Time since last sexual intercourse (unit)	discrete	numeric	When was the last time you had sexual intercourse?
V714	SB3N	Time since last sexual intercourse (number)	discrete	numeric	When was the last time you had sexual intercourse?
V715	SB4	Condom used at last sexual intercourse	discrete	numeric	The last time you had sexual intrecourse, was a condom used?
V716	SB5	Relationship to last sexual partner	discrete	numeric	What was your relationship to this person with whom you last had sexual intercourse?
V717	SB7	Age of last sexual partner	contin	numeric	How old is this person?
V718	SB8	Sex with any other man in the last 12 month	discrete	numeric	Have you had sexual intercourse with any other person in the last 12 months?
V719	SB9	Condom used with prior sexual partner	discrete	numeric	The last time you had sexual intercourse with this other person, was a condom used?
V720	SB10	Relationship to prior sexual partner	discrete	numeric	What was your relationship to this person?
V721	SB12	Age of prior sexual partner	contin	numeric	How old is this person?
V722	SB13	Sex with any other man in the last 12 months	discrete	numeric	Other than these two persons, have you had sexual intercourse with any other person in the last 12 months?

ID	Name	Label	Type	Format	Question
V723	SB14	Number of sex partners in last 12 months	discrete	numeric	In total, with how many different people have you had sexual intercourse in the last 12 months?
V724	SB15	Number of sex partners in lifetime	contin	numeric	In total, with how many different people have you had sexual intercourse in your lifetime?
V725	HA1	Ever heard of AIDS	discrete	numeric	Now I would like to talk with you about something else. Have you ever heard of an illness called HIV/AIDS?
V726	HA2	Can avoid AIDS virus by having one uninfected partner	discrete	numeric	Can people reduce their chance of getting the HIV/AIDS virus by having just one uninfected sex partner who has no other sex partners?
V727	HA3	Can get AIDS virus through supernatural means	discrete	numeric	Can people get the aids virus because of obeah or other supernatural means?
V728	HA4	Can avoid AIDS virus by using a condom correctly every time	discrete	numeric	Can people reduce their chance of getting the HIV/AIDS virus by using a condom every time they have sex?
V729	HA5	Can get AIDS virus from mosquito bites	discrete	numeric	Can people get the HIV/AIDS virus from mosquito bites?
V730	HA6	Can get AIDS virus by sharing food with a person who has AIDS	discrete	numeric	Can people get the HIV/AIDS virus by sharing food with a person who has AIDS virus?
V731	HA7	Healthy-looking person may have AIDS virus	discrete	numeric	Is it possible for a healthy-looking person to have the HIV/AIDS virus?
V732	HA8A	AIDS virus from mother to child during pregnancy	discrete	numeric	Can the virus that causes HIV/AIDS be transmitted from a mother to her baby: During pregnancy?
V733	HA8B	AIDS virus from mother to child during delivery	discrete	numeric	Can the virus that causes HIV/AIDS be transmitted from a mother to her baby: During delivery?
V734	HA8C	AIDS virus from mother to child through breastfeeding	discrete	numeric	Can the virus that causes HIV/AIDS be transmitted from a mother to her baby: By breasfeeding?
V735	HA9	Should female teacher with AIDS virus be allowed to teach in school	discrete	numeric	In your opinion, if a female teacher has the HIV/AIDS virus but is not sick, should she be allowed to continue teaching in school?
V736	HA10	Would buy fresh vegetables from shopkeeper with AIDS virus	discrete	numeric	Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the HIV/AIDS virus?
V737	HA11	If HH member became infected with AIDS virus, would want it to remain a secret	discrete	numeric	If a member of your family got infected with the HIV/AIDS virus, would you want it to remain a secret?
V738	HA12	Willing to care for person with AIDS in household	discrete	numeric	If a member of your family became sick with HIV/AIDS, would you be willing to care for him or her in your household?
V739	HA15A	Information about AIDS: Babies getting AIDS from mother	discrete	numeric	During any of the prenatal visits for your pregnancy with (name), were you given any information about: Babies getting the HIV/AIDS virus from their mother?
V740	HA15B	Information about AIDS: Things to do to prevent getting AIDS	discrete	numeric	During any of the prenatal visits for your pregnancy with (name), were you given any information about: Things that you can do to prevent geting the HIV/AIDS virus?
V741	HA15C	Information about AIDS: Getting tested for AIDS	discrete	numeric	During any of the prenatal visits for your pregnancy with (name), were you given any information about: Getting tested for the HIV/AIDS virus?
V742	HA15D	Information about AIDS: Offered a test for AIDS	discrete	numeric	During any of the prenatal visits for your pregnancy with (name), were you: Offered a test for the HIV/AIDS virus?
V743	HA16	Tested for AIDS virus as part of antenatal care	discrete	numeric	I don't want to know the results, but were you tested for the AIDS virus as part of your prenatal care?
V744	HA17	Received results from test during antenatal care	discrete	numeric	I don't want to know the results, but did you get the results of the test?

ID	Name	Label	Type	Format	Question
V745	HA18	Received consultation after testing during antenatal care	discrete	numeric	Regardless of the result, all women who are tested are supposed to receive counselling after getting test result. After you were tested, did you receive counselling?
V746	HA20	Tested for AIDS virus during delivery	discrete	numeric	I don't want to know the results, but were you tested for the HIV/AIDS virus between the time you went for delivery but before the baby was born?
V747	HA21	Received results from test during delivery	discrete	numeric	I don't want to know the results, but did you get the results of the test?
V748	HA22	Tested for AIDS virus since test during pregnancy	discrete	numeric	Have you been tested for the HIV/AIDS virus since that time you were tested during your pregnancy?
V749	HA23	Most recent time of testing for AIDS virus	discrete	numeric	When was the most recent time you were tested for the HIV/AIDS virus?
V750	HA24	Ever been tested for AIDS virus	discrete	numeric	I don't want to know the results, but have you ever been tested to see if you have the HIV/AIDS virus?
V751	HA25	Most recent time of testing for AIDS virus	discrete	numeric	When was the most recent time you were tested?
V752	HA26	Received results of AIDS virus test	discrete	numeric	I don't want to know the results, but did you get the results of the test?
V753	HA27	Know a place to get AIDS virus test	discrete	numeric	Do you know of a place where people can go to get tested for the HIV/AIDS virus?
V754	LS2	Estimation of overall happiness	discrete	numeric	I would like to ask you some simple questions on happiness and satisfaction. First, taking all things together, would you say you are very happy, somewhat happy, neither happy nor unhappy, somewhat unhappy or very unhappy? You can also look at these pictures to help you with your response.
V755	LS3	Satisfaction with family life	discrete	numeric	Now I will ask you questions about your level of satisfaction in different areas. In each case, we have five possible responses: please tell me, for each question, whether you are very satisfied, somewhat satisfied, neither satisfied nor unsatisfied, somewhat unsatisfied or very unsatisfied. Again, you can look at these pictures to help you with your response. How satisfied are you with your family life?
V756	LS4	Satisfaction with friendships	discrete	numeric	How satisfied are you with your friendships?
V757	LS5	School attendance during the current school year	discrete	numeric	During the current (2010-2011) school year, did you attend school at any time?
V758	LS6	Satisfaction with school	discrete	numeric	How satisfied are/were you with your school?
V759	LS7	Satisfaction with current job	discrete	numeric	How satisfied are you with your current job?
V760	LS8	Satisfaction with health	discrete	numeric	How satisfied are you with your health?
V761	LS9	Satisfaction with current residence	discrete	numeric	How satisfied are you with where you live?
V762	LS10	Satisfaction with treatment by other people	discrete	numeric	How satisfied are you with how people around you generally treat you?
V763	LS11	Satisfaction with appearance	discrete	numeric	How satisfied are you with the way you look?
V764	LS12	Satisfaction with life overall	discrete	numeric	How satisfied are you with your life, overall?
V765	LS13	Satisfaction with current income	discrete	numeric	How satisfied are you with your current income?
V766	LS14	Life satisfaction in comparison with last year	discrete	numeric	Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?
V767	LS15	Life satisfaction expectation one year from now	discrete	numeric	And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?

ID	Name	Label	Type	Format	Question
V768	HH6	Area	discrete	numeric	
V769	HH7	Region	discrete	numeric	
V770	WDOI	Date of interview women (CMC)	discrete	numeric	
V771	WDOB	Date of birth of woman (CMC)	contin	numeric	
V772	WAGE	Age	discrete	numeric	
V773	WDOM	Date of marriage (CMC)	contin	numeric	
V774	WAGEM	Age at first marriage/union	contin	numeric	
V775	WDOBFC	Date of birth of first child (CMC)	contin	numeric	
V776	WDOBLC	Date of birth of last child (CMC)	contin	numeric	
V777	MSTATUS	Marital/Union status	discrete	numeric	
V778	CEB	Children ever born	discrete	numeric	
V779	CSURV	Children surviving	discrete	numeric	
V780	CDEAD	Children dead	discrete	numeric	
V781	wscore	Wealth index score	contin	numeric	
V782	windex5	Wealth index quintiles	discrete	numeric	
V783	welevel	Education	contin	numeric	
V784	ethnicity	Ethnicity of household head	contin	numeric	
V785	wmweight	Women's sample weight	contin	numeric	
V786	PSU	Primary sampling unit	contin	numeric	
V787	stratum	Strata	contin	numeric	

Cluster number (HH1)
File: ch

Overview	
Type: Continuous	Valid cases: 1982
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 196
Range: 1-196	Mean: 98.9
	Standard deviation: 60.1

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (HH2)
File: ch

Overview	
Type: Continuous	Valid cases: 1982
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	Mean: 13.3
	Standard deviation: 7

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the household number as instructed by your supervisor.

Line number (LN)
File: ch

Overview	
Type: Continuous	Valid cases: 1982
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 25
Range: 2-25	Mean: 5.7
	Standard deviation: 2.6

Source of information

Interview information fields completed by interviewer

Cluster number (UF1)
File: ch

Overview	
Type: Continuous	Valid cases: 1982
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 196
Range: 1-196	Mean: 98.9
	Standard deviation: 60.1

Cluster number (UF1)
File: ch

Source of information

Interview information fields completed by interviewer

Interviewer instructions

UF1-UF8 should be filled in before you start the interview.
Enter the cluster number from the Household Questionnaire, question HH1.

Household number (UF2)
File: ch

Overview

Type: Continuous	Valid cases: 1982
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	Mean: 13.3
	Standard deviation: 7

Source of information

Interview information fields completed by interviewer

Interviewer instructions

UF1-UF8 should be filled in before you start the interview.
Enter the household number from the Household Questionnaire, question HH2.

Child's line number (UF4)
File: ch

Overview

Type: Continuous	Valid cases: 1982
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 25
Range: 2-25	Mean: 5.7
	Standard deviation: 2.6

Source of information

Interview information fields completed by interviewer

Interviewer instructions

UF1-UF8 should be filled in before you start the interview.
Enter the child's line number from the Household Questionnaire, column HL1 of the Household Listing.

Mother / Caretaker's line number (UF6)
File: ch

Overview

Type: Discrete	Valid cases: 1982
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Mother / Caretaker's line number (UF6)
File: ch

UF1-UF8 should be filled in before you start the interview.
Enter the mother's/primary caretaker's line number from the Household Questionnaire, column HL1 of the Household Listing.

Interviewer number (UF7)
File: ch

Overview

Type: Continuous	Valid cases: 1982
Format: numeric	Invalid: 0
Width: 2	Minimum: 4
Decimals: 0	Maximum: 77
Range: 4-77	Mean: 44.6
	Standard deviation: 20.6

Source of information

Interview information fields completed by interviewer

Interviewer instructions

UF1-UF8 should be filled in before you start the interview.
Enter your own name and identifying number. You will be provided with these identification numbers during training.

Day of interview (UF8D)
File: ch

Overview

Type: Continuous	Valid cases: 1982
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 30
Range: 1-30	Mean: 15.7
	Standard deviation: 9.1

Source of information

Interview information fields completed by interviewer

Interviewer instructions

UF1-UF8 should be filled in before you start the interview.
Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child.

Month of interview (UF8M)
File: ch

Overview

Type: Discrete	Valid cases: 1982
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 6-8	

Source of information

Interview information fields completed by interviewer

Month of interview (UF8M)

File: ch

Interviewer instructions

UF1-UF8 should be filled in before you start the interview.
Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child.

Year of interview (UF8Y)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2011-2011

Valid cases: 1982
Invalid: 0

Source of information

Interview information fields completed by interviewer

Interviewer instructions

UF1-UF8 should be filled in before you start the interview.
Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child.

Result of interview for children under 5 (UF9)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 1982
Invalid: 0

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Complete this question once you have concluded the interview. Remember that the code refers to the mother or primary caretaker of the under-five child. Circle the code corresponding to the results of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the mother/primary caretaker after repeated visits, circle '02' for 'Not at home'. If the mother/primary caretaker refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the questionnaire, circle '04' for 'Partly completed'. If the mother/primary caretaker is incapacitated, circle '05'. If you have not been able to complete this questionnaire for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

Field editor (UF10)

File: ch

Overview

Field editor (UF10)
File: ch

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-90

Valid cases: 1982
Invalid: 0
Minimum: 1
Maximum: 90
Mean: 42.8
Standard deviation: 21.3

Source of information

Interview information fields completed by interviewer

Pre question

Field edited by:

Interviewer instructions

Leave this space blank. The field editor will later enter his/her name and number in the space provided when checking the completed questionnaires.

Data entry clerk (UF11)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 1982
Invalid: 0

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Leave this space blank. The data clerk will enter his/her name and number in the space provided.

Start of interview - Hour (UF12H)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 1946
Invalid: 36

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you start the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

Start of interview - Minutes (UF12M)
File: ch

Overview

Start of interview - Minutes (UF12M)
File: ch

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1946
Invalid: 36
Minimum: 0
Maximum: 59

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you start the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

AM/PM (UF12AP)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1946
Invalid: 0

End of interview - Hour (UF13H)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 1946
Invalid: 36

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you finish the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the questionnaire for children under five, revise and enter starting (UF12) and ending times (UF13) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the questionnaire regarding this.

End of interview - Minutes (UF13M)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1946
Invalid: 36
Minimum: 0
Maximum: 59

Source of information

Interview information fields completed by interviewer

Interviewer instructions

End of interview - Minutes (UF13M)
File: ch

Record the time of the day you finish the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the questionnaire for children under five, revise and enter starting (UF12) and ending times (UF13) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the questionnaire regarding this.

AM/PM (UF13AP)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1946
Invalid: 0

Day of birth of child (AG1D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 1946
Invalid: 36
Minimum: 1
Maximum: 98

Source of information

The mother or caretaker of the child under five.

Literal question

Now I would like to ask you about the age of (name).
In what month and year was (name) born?

Interviewer instructions

Ask the mother or primary caretaker for the child's date of birth. Probe: "What is his/her birthday?" It is important to record the child's month and year of birth accurately.

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.

If the survey is conducted in 2012, the year of birth of the child cannot be earlier than 2007 and if the survey is conducted in 2013, the year of birth of the child cannot be earlier than 2008.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

Month of birth of child (AG1M)
File: ch

Overview

Month of birth of child (AG1M)
File: ch

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Now I would like to ask you about the age of (name).
In what month and year was (name) born?

Interviewer instructions

Ask the mother or primary caretaker for the child's date of birth. Probe: "What is his/her birthday?" It is important to record the child's month and year of birth accurately.

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.

If the survey is conducted in 2012, the year of birth of the child cannot be earlier than 2007 and if the survey is conducted in 2013, the year of birth of the child cannot be earlier than 2008.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

Year of birth of child (AG1Y)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Now I would like to ask you about the age of (name).
In what month and year was (name) born?

Interviewer instructions

Year of birth of child (AG1Y)
File: ch

Ask the mother or primary caretaker for the child's date of birth. Probe: "What is his/her birthday?" It is important to record the child's month and year of birth accurately.

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.

If the survey is conducted in 2012, the year of birth of the child cannot be earlier than 2007 and if the survey is conducted in 2013, the year of birth of the child cannot be earlier than 2008.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

Age of child (AG2)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-4

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

How old is (name)?

Interviewer instructions

After having obtained the child's date of birth, ask the child's age in completed years, and record in the space provided. Remember, ages must refer to the last birthday. Probe if necessary by asking "How old was (name) at his/her last birthday?"

If the mother/primary caretaker does not know the current age of the child, try asking "How many years ago was (name) born?" You may help the respondent by relating the child's age to that of other children or to some important event or to the season of birth, by asking, for example, "How many wet seasons ago was (name) born?"

Record age in completed years. Record '0' if the child is less than 1 year old.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

Birth certificate (BR1)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

Birth certificate (BR1)
File: ch

The mother or caretaker of the child under five.

Literal question

Does (name) have a birth certificate?

Interviewer instructions

This question aims to provide an estimate of the extent of birth registration in your country. Respondents must be assured that the information about individual families will never be given to authorities, and that they cannot be identified in any way.

If the answer is yes, ask "May I see it?" and circle the appropriate corresponding code, noting whether or not the certificate was seen. If the child has a birth certificate and it was seen, circle '1' and go to next module. If the child has a birth certificate but the mother/primary caretaker is unable to show you the certificate, circle '2' and go to next module. If the child does not have a birth certificate '3' or the respondent does not know '8' continue to the next question.

Birth registered (BR2)
File: ch

Overview

Type: Discrete	Valid cases: 205
Format: numeric	Invalid: 1777
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name)'s birth been registered with the vital statistics unit (registry), magistrate's court, village registrar or hospital?

Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', go to next module. If the child's birth has not been registered with civil authorities or the respondent does not know, continue to the next question.

Know how to register birth (BR3)
File: ch

Overview

Type: Discrete	Valid cases: 93
Format: numeric	Invalid: 1889
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Do you know how to register your child's birth?

Interviewer instructions

The purpose of this question is to assess how important lack of knowledge (of the process of registering or, if applicable, the place to go to register) may be among the reasons for non-registration. This information can inform advocacy efforts and help in the formulation of education campaigns.

Circle the code corresponding to the response.

Number of children's books or picture books for child (EC1)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

How many children's books or picture books do you have for (name)?

Interviewer instructions

This question asks specifically about children's books or picture books for the child. This excludes schoolbooks (appropriate for or belonging to older children), as well as other books for adults that are present in the household.

Record the number of books in the space provided. There is no need to make an actual count of books yourself. Rely on the respondent's answer, and avoid asking to see and count the books yourself, since this is likely to require extra time. If the respondent is unsure about the number of children's books or picture books and is not able to provide an answer the first time you ask the question, ask her/him if there are more than 10 such books. If yes, circle '10'. If she/he says that there are less than 10 such books, probe further to get an exact number. If there are no such books in the household, record '00'.

Homemade toys (EC2A)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

I am interested in learning about the things that (name) plays with when he/she is at home. What does (name) play with? Does he/she play with: homemade toys (such as dolls, cars or some other toys made at home)?

Interviewer instructions

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

Toys from shops (EC2B)
File: ch

Overview	
Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

I am interested in learning about the things that (name) plays with when he/she is at home. What does (name) play with? Does he/she play with: toys from a shop or manufactured toys?

Interviewer instructions

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

Household objects or outside objects (EC2C)
File: ch

Overview	
Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

I am interested in learning about the things that (name) plays with when he/she is at home. What does (name) play with? Does he/she play with: household objects (such as bowls or pots) or objects found outside (such as sticks, rocks, animal shells or leaves etc.)?

Interviewer instructions

Household objects or outside objects (EC2C)
File: ch

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

In past week, days left alone for more than 1 hour (EC3A)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children.
On how many days in the past week was (name):
Left alone for more than an hour?

Interviewer instructions

This question is used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children.

The question sets up a hypothetical situation, one in which the mother/primary caretaker would be gone for more than just a moment - situations in which the child could be left alone for an hour or more. The question specifies that we want to know about situations in which the respondent actually leaves the premises, not simply going out of sight of the child, such as to another part or another room of the house.

Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'.If the answer is "don't know", enter "8". Note that 'another child' is defined as a child less than 10 years old.

In past week, days left with other child for more than 1 hour (EC3B)
File: ch

Overview

In past week, days left with other child for more than 1 hour (EC3B)

File: ch

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children.
On how many days in the past week was (name):
Left in the care of another child, that is, someone less than 10 years old, for more than an hour?

Interviewer instructions

This question is used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children.

The question sets up a hypothetical situation, one in which the mother/primary caretaker would be gone for more than just a moment - situations in which the child could be left alone for an hour or more. The question specifies that we want to know about situations in which the respondent actually leaves the premises, not simply going out of sight of the child, such as to another part or another room of the house.

Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'.If the answer is "don't know", enter "8". Note that 'another child' is defined as a child less than 10 years old.

Attends early childhood education programme (EC5)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 790
Invalid: 1192

Source of information

The mother or caretaker of the child under five.

Literal question

Does (name) attend any organized learning or early childhood education programme, such as a private or government facility, including kindergarten or community child care?

Interviewer instructions

This question aims to find out if the child is participating in early learning activities. Baby-sitting or child-minding, even if done in a special place such as a day-care centre, does not qualify as such a programme unless it includes organized learning activities. You must ensure that the mother or primary caretaker understands the meaning of 'Early Childhood Education Programme', explaining it as instructed.

Circle the appropriate code. Skip to EC7 if the answer to this question is 'No' or 'DK'.

Within last 7 days, hours attended education (EC6)

File: ch

Overview

Within last 7 days, hours attended education (EC6)
File: ch

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 231
Invalid: 1751

Source of information

The mother or caretaker of the child under five.

Literal question

Within the last seven days, about how many hours did (name) attend?

Interviewer instructions

This question is asked if the child is attending an early childhood education programme. Record the estimated number of hours the child attended any organized learning or early childhood education programme in the last 7 days (excluding the day of interview). Use a leading zero if necessary.

Books-Mother (EC7AA)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 465
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Read books to or looked at picture books with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Books-Father (EC7AB)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 216
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Books-Father (EC7AB)

File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Read books to or looked at picture books with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Books-Other (EC7AX)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 223
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Read books to or looked at picture books with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Books-No one (EC7AY)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 181
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Books-No one (EC7AY)
File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Read books to or looked at picture books with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Tell stories-Mother (EC7BA)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 461
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Told stories to (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Tell stories-Father (EC7BB)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 208
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Tell stories-Father (EC7BB)
File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Told stories to (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Tell stories-Other (EC7BX)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 203
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Told stories to (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Tell stories-No one (EC7BY)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 185
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Tell stories-No one (EC7BY)
File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Told stories to (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Sang songs-Mother (EC7CA)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 539
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Sang songs to (name) or with (name), including lullabies?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Sang songs-Father (EC7CB)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 198
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Sang songs-Father (EC7CB)
File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Sang songs to (name) or with (name), including lullabies?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Sang songs-Other (EC7CX)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 239
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Sang songs to (name) or with (name), including lullabies?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Sang songs-No one (EC7CY)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 110
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Sang songs-No one (EC7CY)
File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Sang songs to (name) or with (name), including lullabies?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Took outside-Mother (EC7DA)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 549
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Took (name) outside the home, compound, yard or enclosure?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Took outside-Father (EC7DB)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 294
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Took outside-Father (EC7DB)
File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Took (name) outside the home, compound, yard or enclosure?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Took outside-Other (EC7DX)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 241
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Took (name) outside the home, compound, yard or enclosure?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Took outside-No one (EC7DY)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 89
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Took outside-No one (EC7DY)
File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Took (name) outside the home, compound, yard or enclosure?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Played with-Mother (EC7EA)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 541
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Played with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Played with-Father (EC7EB)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 300
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Played with-Father (EC7EB)
File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Played with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Played with-Other (EC7EX)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 304
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Played with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Played with-No one (EC7EY)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 64
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Played with-No one (EC7EY)
File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Played with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Named/counted-Mother (EC7FA)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 487
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Named, counted, or drew things to or with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Named/counted-Father (EC7FB)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 223
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Named/counted-Father (EC7FB)
File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Named, counted, or drew things to or with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Named/counted-Other (EC7FX)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 252
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Named, counted, or drew things to or with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Named/counted-No one (EC7FY)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 145
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Named/counted-No one (EC7FY)
File: ch

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):
If yes, ask: who engaged in this activity with (name)? - the mother, the child's father or another adult member of the household (including the caretaker/respondent).
Named, counted, or drew things to or with (name)?

Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Child identifies at least ten letters of the alphabet (EC8)
File: ch

Overview	
Type: Discrete	Valid cases: 790
Format: numeric	Invalid: 1192
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

I would like to ask you some questions about the health and development of your child. Children do not all develop and learn at the same rate. For example, some walk earlier than others. These questions are related to several aspects of your child's development.
Can (name) identify or name at least ten letters of the alphabet?

Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child can name ten or more letters of the alphabet while a 'No' answer means that the child can name less than ten or none at all.

Child reads at least four simple, popular words (EC9)
File: ch

Overview	
Type: Discrete	Valid cases: 790
Format: numeric	Invalid: 1192
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Can (name) read at least four simple, popular words?

Interviewer instructions

Circle the code corresponding to the response. A 'Yes' response means that the child can read at least four simple, popular words while a 'No' response means that the child can only read one or two, or none at all.

Child knows name and recognizes symbol of all numbers from 1-10 (EC10)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 790
Invalid: 1192

Source of information

The mother or caretaker of the child under five.

Literal question

Does (name) know the name and recognize the symbol of all numbers from 1 to 10?

Interviewer instructions

Circle the code corresponding to the response. If parent seems hesitant, prompt with "does the child know '1'? Does the child know 2?" etc. A 'Yes' answer means that the child can recognize the symbol of all numbers from 1 to 10 while a 'No' answer means that the child can recognize less than ten or none at all.

Child able to pick up small object with 2 fingers (EC11)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 790
Invalid: 1192

Source of information

The mother or caretaker of the child under five.

Literal question

Can (name) pick up a small object with two fingers, like a stick or a rock from the ground?

Interviewer instructions

Circle the code corresponding to the response. If necessary, use the pen you are holding to demonstrate the grip. Consider the small objects mentioned before when asking about the items children play with (sticks, rocks, animal shells or leaves). A 'Yes' answer means that the child is able to pick up small objects without difficulty while a 'No' answer means that the child seems to have difficulty with small items.

Child sometimes too sick to play (EC12)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 790
Invalid: 1192

Source of information

The mother or caretaker of the child under five.

Literal question

Is (name) sometimes too sick to play?

Interviewer instructions

Child sometimes too sick to play (EC12)
File: ch

Circle the code corresponding to the response. A 'Yes' answer means that the child often gets sick and cannot play or do many physical activities, while a 'No' answer is in cases when the child is consistently ready to be active and play and only appears tired when it is appropriate for him/her to be so (e.g., in the evening; at the usual nap time).

Child follows simple directions (EC13)
File: ch

Overview	
Type: Discrete	Valid cases: 790
Format: numeric	Invalid: 1192
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Does (name) follow simple directions on how to do something correctly?

Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child can do things easily and correctly when asked to do so while a 'No' answer means that the child usually does not accomplish the simple tasks she/he is given successfully. Do not concern yourself with the reasons why not.

Child able to do something independently (EC14)
File: ch

Overview	
Type: Discrete	Valid cases: 790
Format: numeric	Invalid: 1192
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

When given something to do, is (name) able to do it independently?

Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child is able to occupy herself/himself independently for an appropriate length of time, without constant asking for assistance or giving up quickly (e.g., colouring, building structures, etc.) while a 'No' answer means that the child cannot occupy herself/himself independently, asks for help or assistance, or gives up the work/play easily if not provided with help.

Child gets along well with other children (EC15)
File: ch

Overview	
Type: Discrete	Valid cases: 790
Format: numeric	Invalid: 1192
Width: 1	
Decimals: 0	
Range: 1-9	

Child gets along well with other children (EC15)
File: ch

Source of information

The mother or caretaker of the child under five.

Literal question

Does (name) get along well with other children?

Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child does well playing and interacting with other children while a 'No' answer means that the child is uncomfortable around other children, prefers to be alone, or gets into conflicts.

Child kicks, bites or hits other children or adults (EC16)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 790
Invalid: 1192

Source of information

The mother or caretaker of the child under five.

Literal question

Does (name) kick, bite or hit other children or adults?

Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the parent has noticed that the child can physically hurt (kick, bite, hit) other children while a 'No' answer means that the child does not do it. Do not concern yourself with what may be the reason of such behaviour (e.g., if parent tries to explain the reasons, or excuse the child).

Child gets distracted easily (EC17)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 790
Invalid: 1192

Source of information

The mother or caretaker of the child under five.

Literal question

Does (name) gets distracted easily?

Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child has difficulty sticking with/continuing any activity for the necessary length of time, gets easily distracted by anything happening around her/him, or finds other activities before completing the one started while a 'No' answer means that the child doesn't get easily distracted.

Child ever been breastfed (BF1)
File: ch

Overview

Child ever been breastfed (BF1)
File: ch

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever been breastfed?

Interviewer instructions

This question asks if the child has ever been breastfed. It includes any breastfeeding experience of the child - not necessarily by the mother/primary caretaker.

Circle the code corresponding to the response. Continue to the next question if the child was ever breastfed ('1'). If the child was never breastfed, circle 'No' and skip to BF3. Skip to BF3 in the case of a 'DK' response as well.

Child still being breastfed (BF2)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1750
Invalid: 232

Source of information

The mother or caretaker of the child under five.

Literal question

Is he/she still being breastfed?

Interviewer instructions

'Being breastfed' is defined as putting the child to the breast at least once a day.

Circle the code corresponding to the response.

The questions BF3-BF18 asks about what the child was fed in the preceding 24 hours. The purpose of these questions is to determine what liquids or foods the child was given. Make sure that the respondent understands the question, particularly what is meant by 'yesterday, during the day or night'.

Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle '8' for 'DK'.

Note that for infant formula, milk, yogurt, and solid/semi-solid mushy food, the number of times the child had the food is also asked.

Child drank plain water yesterday (BF3)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

Child drank plain water yesterday (BF3)
File: ch

The mother or caretaker of the child under five.

Literal question

I would like to ask you about liquids that (name) may have had yesterday during the day or the night. I am interested in whether (name) had the item even if it was combined with other foods.
Did (name) drink plain water yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response.

Child drank infant formula yesterday (BF4)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink infant formula yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK,' skip to BF6.

Times child drank infant formula (BF5)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 424
Invalid: 1558

Source of information

The mother or caretaker of the child under five.

Literal question

How many times did (name) drink infant formula?

Interviewer instructions

Record the number of times the child had infant formula.

Child drank milk yesterday (BF6)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Child drank milk yesterday (BF6)
File: ch

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink milk, such as tinned, powdered or fresh animal milk yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF8.

Times child drank milk (BF7)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 967
Invalid: 1015

Source of information

The mother or caretaker of the child under five.

Literal question

How many times did (name) drink tinned, powdered or fresh animal milk?

Interviewer instructions

Record the number of times the child had tinned, powdered or fresh animal milk.

Child drank juice or juice drinks yesterday (BF8)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink juice or juice drinks yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response.

Child drank soup yesterday (BF9)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

Child drank soup yesterday (BF9)
File: ch

The mother or caretaker of the child under five.

Literal question

Did (name) drink watery soup yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response.

Child drank or ate vitamin or mineral supplements yesterday (BF10)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink or eat vitamin or mineral supplements or any medicines yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response.

Child drank ORS yesterday (BF11)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink ORS (oral rehydratation solution) yesterday, during the day or night?

Interviewer instructions

Oral Rehydration Solution is a simple and inexpensive solution that can be prepared at home, consisting of sugar, salt, and water and can decrease fluid loss in children with diarrhoea.

Circle the code corresponding to the response.

Child drank any other liquid yesterday (BF12)
File: ch

Overview

Child drank any other liquid yesterday (BF12)
File: ch

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink any other liquids yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response.

Child drank or ate yogurt yesterday (BF13)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink or eat yogurt yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF15.

Times drank or ate yogurt (BF14)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 180
Invalid: 1802

Source of information

The mother or caretaker of the child under five.

Literal question

How many times did (name) drink or eat yogurt yesterday, during the day or night?

Interviewer instructions

Record the number of times the child had yogurt.

Child ate thin porridge yesterday (BF15)
File: ch

Overview

Child ate thin porridge yesterday (BF15)
File: ch

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) eat porridge/lab yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response.

Child ate solid or semi-solid food yesterday (BF16)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF18.

Times child ate solid or semi-solid food (BF17)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 1662
Invalid: 320

Source of information

The mother or caretaker of the child under five.

Literal question

How many times did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?

Interviewer instructions

Record the number of times the child had solid or semi-solid food.

Child drank anything else from the bottle with a nipple yesterday (BF18)
File: ch

Child drank anything else from the bottle with a nipple yesterday (BF18)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Yesterday, during the day or night, did (name) drink anything from a bottle with a nipple?

Interviewer instructions

Circle the code corresponding to the response.

Child had diarrhoea in last 2 weeks (CA1)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) had diarrhoea in the last two weeks, that is, since (day of the week) of the week before last?

Interviewer instructions

Diarrhoea is determined by the perception of the mother or caretaker, or by three or more loose or watery stools per day, or by blood in stool.

Record the mother's/primary caretaker's answer by circling the corresponding code. If a respondent is not sure what is meant by diarrhoea, tell her/him it means "three or more loose or watery stools per day, or blood in the stool." Make sure the respondent understands what is meant by 'in the last 2 weeks'. If the child has not had diarrhoea in the last 2 weeks or the caretaker doesn't know, skip to CA7.

Child drank less or more during illness (CA2)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 148
Invalid: 1834

Source of information

The mother or caretaker of the child under five.

Literal question

I would like to know how much (name) was given to drink during the diarrhoea (including breastmilk).
During the time (name) had diarrhoea, was he/she given less than usual to drink, about the same amount, more than usual or nothing to drink?

Child drank less or more during illness (CA2)
File: ch

Interviewer instructions

If dehydrated, a child may take more fluids than usual. We want to know if the pattern of fluid consumption changed during diarrhoea. The focus in this question is on how much fluid was actually consumed by the child.

Ask the question just as it is worded here. Read out the entire question and circle the appropriate code for the caretaker's response. Get the respondent's best judgement of the relative amount of total fluids actually consumed by the child. All fluids are included, not just special ones given during diarrhoea. For example, water, tea, fruit juice, breastmilk and formula are included as well as special fluids such as ORS.

If the child was given less drink than usual during the diarrhoea, probe: "Was he/she given much less than usual to drink, or somewhat less?"

Try to find out what actually happened, not what the respondent thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more fluids" is not satisfactory. You would need to ask, "But how much did your child actually drink during this diarrhoea?"

It may be difficult to estimate the relative amount of breastmilk taken by the child. The respondent may make an estimate based on whether the child nursed longer or more frequently.

Child ate less or more during illness (CA3)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 148
Invalid: 1834

Source of information

The mother or caretaker of the child under five.

Literal question

During the time (name) had diarrhoea, was he/she given less than usual to eat, about the same amount, more than usual, or nothing to eat?

Interviewer instructions

During an episode of diarrhoea or other illness, a child may change the amount usually eaten. The focus in this question is on how much food was actually consumed by the child.

Ask the question just as it is worded here. Read out the entire question and circle the code corresponding to the caretaker's response. Get the caretaker's best judgement of the relative amount of total food actually consumed by the child.

Try to find out what actually happened, not what the caretaker thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more food" is not satisfactory. You would need to ask, "But how much did your child actually eat during this diarrhoea?"

If the caretaker replies that the child took only fluids (that is, the child did not 'eat'), circle '5' for 'Stopped food'. If the child was given less than usual to eat during the diarrhoea, probe: "Was he/she given much less than usual to eat, or somewhat less?". Then circle the appropriate code. If the mother/primary caretaker offered more food than usual, but the child ate much less, the answer is 'much less'; circle '1'.

Make sure that the respondent understands that this includes breastmilk, if the child is still being breastfed. If the child is very young and the caretaker replies that he/she takes only fluids or breastmilk (that is, has not started 'eating' yet), there is no need to probe, since 'drinking' and 'eating' count as the same for this child. Circle the answer for this question (eating) that comes closest to the answer you circle for CA4 (drinking).

Drank fluid made from special packet (ORS) (CA4A)
File: ch

Drank fluid made from special packet (ORS) (CA4A)
File: ch

Overview	
Type: Discrete	**Valid cases: 148**
Format: numeric	Invalid: 1834
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

During the episode of diarrhoea, was (name) given to drink any of the following:
A fluid made from oral rehydration salt?

Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

Pre-packaged ORS fluid for diarrhoea (CA4B)
File: ch

Overview	
Type: Discrete	**Valid cases: 148**
Format: numeric	Invalid: 1834
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

During the episode of diarrhoea, was (name) given to drink any of the following:
A pre-packaged ORS fluid for diarrhoea?

Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

Pedialyte (CA4C)
File: ch

Overview	
Type: Discrete	**Valid cases: 148**
Format: numeric	Invalid: 1834
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Pedialyte (CA4C)
File: ch

During the episode of diarrhoea, was (name) given to drink any of the following:
Pedialyte?

Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

Govt. recommended homemade fluid Y (CA4D)
File: ch

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1982
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

During the episode of diarrhoea, was (name) given to drink any of the following:
Govt. recommended homemade fluid Y

Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

Govt. recommended homemade fluid Z (CA4E)
File: ch

Overview	
Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1982
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

During the episode of diarrhoea, was (name) given to drink any of the following:
Govt. recommended homemade fluid Z

Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

Anything else given to treat the diarrhoea (CA5)
File: ch

Anything else given to treat the diarrhoea (CA5)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 148
Invalid: 1834

Source of information

The mother or caretaker of the child under five.

Literal question

Was anything (else) given to treat the diarrhoea?

Interviewer instructions

This question asks the mother or caretaker whether the child received any (other) treatment for diarrhoea other than those mentioned in CA4 for this episode of diarrhoea. If in CA4 you learned that the child was given fluid from an ORS packet, sugar and salt solution, or pre-packaged ORS fluid, then phrase CA5 by saying, "Was anything else given to treat the diarrhoea?" If none of the liquids was given, ask CA5 by saying, "Was anything given to treat the diarrhoea?"

Circle the code corresponding to the answer given. If the response is 'Yes', continue to CA6 to learn the type of treatment given. If the child was not given anything (else) for the diarrhoea or the respondent doesn't know, skip to CA7.

Other treatment (pill or syrup): Antibiotic (CA6A)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 32
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat diarrhoea?

Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Other treatment (pill or syrup): Antimotility (CA6B)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 13
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat diarrhoea?

Interviewer instructions

Other treatment (pill or syrup): Antimotility (CA6B)
File: ch

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Other treatment (pill or syrup): Zinc (CA6C)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat diarrhoea?

Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Other treatment (pill or syrup): Other (not antibiotic, antimotility or zinc) (CA6G)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat diarrhoea?

Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Other treatment (pill or syrup): Unknown (CA6H)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 4
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat diarrhoea?

Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Other treatment (injection): Antibiotic (CA6L)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 2
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat diarrhoea?

Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Other treatment (injection): Non-antibiotic (CA6M)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat diarrhoea?

Interviewer instructions

Other treatment (injection): Non-antibiotic (CA6M)
File: ch

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Other treatment (injection): Unknown (CA6N)
File: ch

Overview	
Type: Discrete	Valid cases: 1
Format: character	Invalid: 0
Width: 1	

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat diarrhoea?

Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Other treatment: Intravenous (CA6O)
File: ch

Overview	
Type: Discrete	Valid cases: 1
Format: character	Invalid: 0
Width: 1	

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat diarrhoea?

Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Other treatment: Home remedy/Herbal medicine (CA6Q)
File: ch

Other treatment: Home remedy/Herbal medicine (CA6Q)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 12
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat diarrhoea?

Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Other treatment: Other (CA6X)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 18
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat diarrhoea?

Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Child ill with cough in last 2 weeks (CA7)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

At any time in the last two weeks, has (name) had an illness with a cough?

Interviewer instructions

Child ill with cough in last 2 weeks (CA7)
File: ch

Illness with a cough means a cold or other acute respiratory illness with a cough.

Circle the code corresponding to the response given. If the respondent says "He coughs all the time," or "She's been coughing for months," do not count this as an 'illness with a cough' since it is a chronic problem. If the answer is 'No' or 'DK', circle the appropriate code and go to CA14. If the symptoms started before but continued into the 2-week period, this counts as 'Yes'.

Difficulty breathing during illness with cough (CA8)
File: ch

Overview	
Type: Discrete	Valid cases: 302
Format: numeric	Invalid: 1680
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

When (name) had an illness with a cough, did he/she breathe faster than usual, with short, rapid breaths or have difficulty breathing?

Interviewer instructions

The question aims to find out if the child has or had an illness requiring assessment by a health professional.

If the respondent asks "What do you mean by 'fast breathing'?" you may say "noticeably faster than normal when the child is rested." If the respondent asks "What do you mean by 'difficulty breathing'?" you may say "The child sounded/looked as if he/she was having trouble breathing." You may give other explanations that were developed and tested during the adaptation and pre-testing of the questionnaire. Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA14.

Symptoms due to problem in chest or blocked nose (CA9)
File: ch

Overview	
Type: Discrete	Valid cases: 122
Format: numeric	Invalid: 1860
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Was the fast or difficult breathing due to a problem in the chest or a blocked or runny nose?

Interviewer instructions

This question aims to find out if the problem needs assessment by a health professional, which does not include a simple cold.

Circle the code corresponding to the caretaker's response. If the symptoms were from a 'Blocked or runny nose only', skip to CA14. If the symptoms were due to 'Other' reasons, write the respondent's description in the line provided, circle '6' and skip to CA14. Otherwise, continue to the next question.

Sought advice or treatment for illness (CA10)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 69
Invalid: 1913

Source of information

The mother or caretaker of the child under five.

Literal question

Did you seek any advice or treatment for the illness from any source?

Interviewer instructions

'Seeking care outside the home' means going outside the family or household for advice or treatment. Seeking care could include anything from asking a neighbour for advice, to holding a religious ceremony on the child's behalf, to going to a hospital. If a physician or other provider visits the household to give care, this counts as seeking care outside the home. The child may or may not have accompanied the respondent when he/she sought care. For example, going to buy medicine without the child counts as seeking care.

Circle the code corresponding to the response given. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA12.

Place sought care: (public sector) Government hospital (CA11A)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 22
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: (public sector) Government health center (CA11B)
File: ch

Overview

Place sought care: (public sector) Government health center (CA11B)
File: ch

Type: Discrete
Format: character
Width: 1

Valid cases: 16
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: (public sector) Government health post (CA11C)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: (public sector) Village health worker (CA11D) File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: (public sector) Mobile / Outreach clinic (CA11E) File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: Other public (CA11H)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: Private hospital / clinic (CA11I)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 12
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: Private physician (CA11J)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 3
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: Private pharmacy (CA11K)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: Mobile clinic (CA11L)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: Other private medical (CA11O)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: Relative / Friend (CA11P)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: Shop (CA11Q)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: Traditional practitioner (CA11R)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: Other (CA11X)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

From where did you seek advice or treatment?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Given medicine to treat this illness (CA12)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 69
Invalid: 1913

Source of information

The mother or caretaker of the child under five.

Literal question

Was (name) given any medicine to treat this illness?

Interviewer instructions

Circle the appropriate code. If the answer is 'Yes', continue to the next question. Otherwise, go to CA14.

Medicine: Antibiotic pill / syrup (CA13A)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 40
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: Antibiotic injection (CA13B)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 6
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

Medicine: Antibiotic injection (CA13B)
File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: Anti-malarials (CA13M)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: Paracetamol / Panadol / Acetaminophen (CA13P)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 5
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

Medicine: Paracetamol / Panadol / Acetaminophen (CA13P)
File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: Aspirin (CA13Q)
File: ch

Overview	
Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: Ibupropfen (CA13R)
File: ch

Overview	
Type: Discrete	Valid cases: 3
Format: character	Invalid: 0
Width: 1	

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

Medicine: Ibupropfen (CA13R)
File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: Other (CA13X)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 23
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: DK (CA13Z)
File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

Medicine: DK (CA13Z)
File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

What was done to dispose of the stools (CA15)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 1156
Invalid: 826

Source of information

The mother or caretaker of the child under five.

Literal question

The last time (name) passed stools, what was done to dispose of the stools?

Interviewer instructions

The purpose of this question is to know what was done with the most recent stools passed by the child in the household. The safe disposal of children's stools is of particular importance because children's stools are the most likely cause of faecal contamination to the immediate household environment. Correct disposal of stools is linked with lower risks of diarrhoea.

Respondents are asked where they usually dispose of their children's stools if the child did not use the toilet facility. Circle the most appropriate code.

If the respondent states that diapers are used, then probe to establish how the diapers are disposed of.

Vaccination card for child (IM1)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Do you have a card where (name)'s vaccinations are written down?
(If yes) May I see it please?

Interviewer instructions

Vaccination card for child (IM1)
File: ch

If the respondent reports that there is a vaccination card for the child, ask to see it. You should have obtained vaccination cards at the beginning of the interview. If you did not already obtain the card for the child, now is the time to ask for it again.

In some cases, the respondent may not be willing to take time to look for the vaccination card, thinking that you are in a hurry. Encourage the respondent to look for the vaccination card for the child. It is critical to obtain written documentation of the child's immunization history. Therefore, be patient if the respondent needs to search for the card.

If the respondent does not have a vaccination card but the vaccine doses are registered in another document (for example, a booklet with records of clinic visits), ask to see it. If the card or other document is seen, circle '1' and skip to IM3. If the child has a vaccination card or other document but the respondent is unable to show you, circle '2' and skip to IM6 - you will be asking the respondent to recall the child's vaccinations. If the respondent does not have a vaccination card or any other document where the vaccine doses are registered for the child, circle '3' and continue to next question.

Ever had vaccination card (IM2)
File: ch

Overview	
Type: Discrete	Valid cases: 164
Format: numeric	Invalid: 1818
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information	

The mother or caretaker of the child under five.

Literal question

Did you ever have a vaccination card for (name)?

Interviewer instructions

Circle the code corresponding to the answer given and skip to IM6.

Day of BCG immunization (IM3BD)
File: ch

Overview	
Type: Discrete	Valid cases: 1346
Format: numeric	Invalid: 636
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Source of information	

The mother or caretaker of the child under five.

Interviewer instructions

Day of BCG immunization (IM3BD)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of BCG immunization (IM3BM)
File: ch

Overview	
Type: Discrete	Valid cases: 1323
Format: numeric	Invalid: 659
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of BCG immunization (IM3BY)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 1323
Invalid: 659

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of Polio at birth immunization (IM3P0D)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636
Minimum: 0
Maximum: 44

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of Polio at birth immunization (IM3P0D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of Polio at birth immunization (IM3P0M)
File: ch

Overview	
Type: Discrete	Valid cases: 1278
Format: numeric	Invalid: 704
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of Polio at birth immunization (IM3P0Y)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 1278
Invalid: 704

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of Polio1 immunization (IM3P1D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636
Minimum: 0
Maximum: 44

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of Polio1 immunization (IM3P1D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of Polio1 immunization (IM3P1M)
File: ch

Overview	
Type: Discrete	Valid cases: 1232
Format: numeric	Invalid: 750
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of Polio1 immunization (IM3P1Y)
File: ch

Overview	
Type: Discrete	Valid cases: 1232
Format: numeric	Invalid: 750
Width: 4	
Decimals: 0	
Range: 2006-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of Polio2 immunization (IM3P2D)
File: ch

Overview	
Type: Discrete	Valid cases: 1346
Format: numeric	Invalid: 636
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of Polio2 immunization (IM3P2D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of Polio2 immunization (IM3P2M)
File: ch

Overview	
Type: Discrete	Valid cases: 1124
Format: numeric	Invalid: 858
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
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However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of Polio2 immunization (IM3P2Y)
File: ch

Overview	
Type: Discrete	Valid cases: 1124
Format: numeric	Invalid: 858
Width: 4	
Decimals: 0	
Range: 2007-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of Polio3 immunization (IM3P3D)
File: ch

Overview	
Type: Discrete	Valid cases: 1346
Format: numeric	Invalid: 636
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of Polio3 immunization (IM3P3D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of Polio3 immunization (IM3P3M)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 109
Invalid: 1873

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of Polio3 immunization (IM3P3Y)
File: ch

Overview	
Type: Discrete	Valid cases: 109
Format: numeric	Invalid: 1873
Width: 4	
Decimals: 0	
Range: 2007-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DPT1 immunization (IM3D1D)
File: ch

Overview	
Type: Discrete	Valid cases: 1346
Format: numeric	Invalid: 636
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of DPT1 immunization (IM3D1D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of DPT1 immunization (IM3D1M)
File: ch

Overview	
Type: Discrete	Valid cases: 1265
Format: numeric	Invalid: 717
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of DPT1 immunization (IM3D1Y)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 1265
Invalid: 717

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DPT2 immunization (IM3D2D)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636
Minimum: 0
Maximum: 44

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of DPT2 immunization (IM3D2D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of DPT2 immunization (IM3D2M)
File: ch

Overview	
Type: Discrete	Valid cases: 1207
Format: numeric	Invalid: 775
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of DPT2 immunization (IM3D2Y)
File: ch

Overview	
Type: Discrete	Valid cases: 1207
Format: numeric	Invalid: 775
Width: 4	
Decimals: 0	
Range: 2006-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DPT3 immunization (IM3D3D)
File: ch

Overview	
Type: Discrete	Valid cases: 1346
Format: numeric	Invalid: 636
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of DPT3 immunization (IM3D3D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of DPT3 immunization (IM3D3M)
File: ch

Overview	
Type: Discrete	Valid cases: 1117
Format: numeric	Invalid: 865
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of DPT3 immunization (IM3D3Y)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2007-9999

Valid cases: 1117
Invalid: 865

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DPT4 immunization (IM3D4D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636
Minimum: 0
Maximum: 66

Interviewer instructions

Day of DPT4 immunization (IM3D4D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly.
It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of DPT4 immunization (IM3D4M)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 122
Invalid: 1860

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly.
It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of DPT4 immunization (IM3D4Y)
File: ch

Overview	
Type: Discrete	Valid cases: 122
Format: numeric	Invalid: 1860
Width: 4	
Decimals: 0	
Range: 2007-9999	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DTaP-P1 (IM3DP1D)
File: ch

Overview	
Type: Discrete	Valid cases: 1346
Format: numeric	Invalid: 636
Width: 2	
Decimals: 0	
Range: 0-99	

Interviewer instructions

Day of DTaP-P1 (IM3DP1D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of DTaP-P1 (IM3DP1M)
File: ch

Overview	
Type: Discrete **Format: numeric** **Width: 2** **Decimals: 0** **Range: 1-99**	**Valid cases: 31** **Invalid: 1951**

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of DTaP-P1 (IM3DP1Y)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 31
Invalid: 1951

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DTaP-P2 (IM3DP2D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636

Interviewer instructions

Day of DTaP-P2 (IM3DP2D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of DTaP-P2 (IM3DP2M)
File: ch

Overview

Type: Discrete	Valid cases: 27
Format: numeric	Invalid: 1955
Width: 2	
Decimals: 0	
Range: 1-99	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of DTaP-P2 (IM3DP2Y)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 27
Invalid: 1955

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DTaP-P3 (IM3DP3D)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636

Interviewer instructions

Day of DTaP-P3 (IM3DP3D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of DTaP-P3 (IM3DP3M)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 18
Invalid: 1964

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of DTaP-P3 (IM3DP3Y)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2007-9999

Valid cases: 18
Invalid: 1964

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DTaP-P4 (IM3DP4D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636

Interviewer instructions

Day of DTaP-P4 (IM3DP4D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly.
It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of DTaP-P4 (IM3DP4M)
File: ch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1981
Width: 2	
Decimals: 0	
Range: 8-99	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly.
It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of DTaP-P4 (IM3DP4Y)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2009-9999

Valid cases: 1
Invalid: 1981

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HIB1 (IM3HB1D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636
Minimum: 0
Maximum: 66

Interviewer instructions

Day of HIB1 (IM3HB1D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of HIB1 (IM3HB1M)
File: ch

Overview

Type: Discrete	Valid cases: 54
Format: numeric	Invalid: 1928
Width: 2	
Decimals: 0	
Range: 1-99	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of HIB1 (IM3HB1Y)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 54
Invalid: 1928

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HIB2 (IM3HB2D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636

Interviewer instructions

Day of HIB2 (IM3HB2D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of HIB2 (IM3HB2M)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 42
Invalid: 1940

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of HIB2 (IM3HB2Y)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2007-9999

Valid cases: 42
Invalid: 1940

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HIB3 (IM3HB3D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636

Interviewer instructions

Day of HIB3 (IM3HB3D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of HIB3 (IM3HB3M)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 15
Invalid: 1967

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of HIB3 (IM3HB3Y)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2008-9999

Valid cases: 15
Invalid: 1967

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HIB4 (IM3HB4D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636

Interviewer instructions

Day of HIB4 (IM3HB4D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of HIB4 (IM3HB4M)
File: ch

Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 1980
Width: 2	
Decimals: 0	
Range: 4-99	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of HIB4 (IM3HB4Y)
File: ch

Overview	
Type: Discrete	**Valid cases:** 2
Format: numeric	**Invalid:** 1980
Width: 4	
Decimals: 0	
Range: 2011-9999	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HepB at birth immunization (IM3H0D)
File: ch

Overview	
Type: Discrete	**Valid cases:** 1346
Format: numeric	**Invalid:** 636
Width: 2	
Decimals: 0	
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of HepB at birth immunization (IM3H0D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of HepB at birth immunization (IM3H0M)
File: ch

Overview	
Type: Discrete	Valid cases: 11
Format: numeric	Invalid: 1971
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of HepB at birth immunization (IM3H0Y)
File: ch

Overview	
Overview	

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 11
Invalid: 1971

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HepB1 immunization (IM3H1D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of HepB1 immunization (IM3H1D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of HepB1 immunization (IM3H1M)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 5
Invalid: 1977

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of HepB1 immunization (IM3H1Y)
File: ch

Overview	
Overview	

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2007-9999

Valid cases: 5
Invalid: 1977

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HepB2 immunization (IM3H2D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of HepB2 immunization (IM3H2D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of HepB2 immunization (IM3H2M)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 4-99

Valid cases: 4
Invalid: 1978

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of HepB2 immunization (IM3H2Y)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2007-9999

Valid cases: 4
Invalid: 1978

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day measles 1 or MMR immunization (IM3MD)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636
Minimum: 0
Maximum: 44

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day measles 1 or MMR immunization (IM3MD)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month Measles 1 or MMR immunization (IM3MM)
File: ch

Overview	
Type: Discrete	Valid cases: 1003
Format: numeric	Invalid: 979
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of Measles 1 or MMR immunization (IM3MY)
File: ch

Overview	
Type: Discrete	Valid cases: 1003
Format: numeric	Invalid: 979
Width: 4	
Decimals: 0	
Range: 2007-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day Measles 2 or MMR immunization (IM3M2D)
File: ch

Overview	
Type: Discrete	Valid cases: 1346
Format: numeric	Invalid: 636
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

Interviewer instructions

Day Measles 2 or MMR immunization (IM3M2D)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month Measles 2 or MMR immunization (IM3M2M)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 627
Invalid: 1355

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of Measles 2 or MMR immunization (IM3M2Y)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2007-9999

Valid cases: 627
Invalid: 1355

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of Vitamin A (IM3VD)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1346
Invalid: 636
Minimum: 0
Maximum: 66

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of Vitamin A (IM3VD)
File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Month of Vitamin A (IM3VM)
File: ch

Overview	
Type: Discrete	Valid cases: 187
Format: numeric	Invalid: 1795
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information
The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Year of Vitamin A (IM3VY)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 187
Invalid: 1795

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Child received any other vaccinations (IM5)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1346
Invalid: 636

Source of information

The mother or caretaker of the child under five.

Literal question

In addition to what is recorded on this card, did (name) receive any other vaccinations – including vaccinations received in campaigns or immunization days?

Interviewer instructions

Child received any other vaccinations (IM5)
File: ch

It is possible that some of the vaccinations received by the child were not recorded. For example, the respondent may have forgotten to bring the card to the health facility or the respondent may have taken the child to a National Immunization Day.

If the answer is 'Yes', circle '1' only if the respondent mentions vaccines included in the questionnaire. You can refer to the information already obtained from the vaccination card to make sure that the mother/primary caretaker is referring only to these vaccines. Write '66' in the corresponding 'Day' column for IM3, and leave the month and year columns blank. For example, if two doses of DPT were recorded on the card, and another dose was given but not recorded, there should be '66' in the 'Day' column.

Do not ask the respondent to supply dates from memory. Enter a date only if the card or other document is available and lists a date for the immunization dose.

Once you have probed for any other vaccination, skip to IM18.

Child ever received any vaccinations (IM6)
File: ch

Overview	
Type: Discrete	Valid cases: 1331
Format: numeric	Invalid: 651
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever received any vaccinations to prevent him/her from getting diseases, including vaccinations received in a campaign or immunization day?

Interviewer instructions

Only ask IM6-IM17 to obtain the child's vaccination status if a vaccination card or other document is not available (that is, if the answer to IM1 was '2' for 'Yes, not seen' or '3' for 'No card'). Describe the vaccination techniques in detail to the caretaker and provide further explanations if needed. When mentioning the vaccines or the specific diseases, use local synonyms if needed. We are not interested in injections for treating a disease - antibiotics, anti-malarials, etc. - but only in vaccines.

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question, to start asking about each of the vaccines. If the answer is 'No' or 'DK', skip to IM18.

Child ever given BCG vaccination (IM7)
File: ch

Overview	
Type: Discrete	Valid cases: 600
Format: numeric	Invalid: 1382
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever received a BCG vaccination against tuberculosis – that is, an injection in the arm or shoulder that usually causes a scar?

Interviewer instructions

Circle the code corresponding to the response.

Child ever given Polio vaccination (IM8)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 469
Invalid: 1513

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever received any "vaccination drops in the mouth" to protect him/her from getting diseases – that is, polio?

Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If the answer is 'No' or 'DK', skip to IM11.

Times child given Polio vaccination (IM10)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 469
Invalid: 1513

Source of information

The mother or caretaker of the child under five.

Literal question

How many times was he/she given these drops?

Interviewer instructions

Fill in the number in the space provided.

Child ever given pentavalent vaccination (IM11A)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 427
Invalid: 1555

Literal question

Has (name) ever received a pentavalent vaccination – that is, an injection to prevent him/her from getting diphteria, whooping cough, tetanus, hepatitis B, influenzae B?

Interviewer instructions

Probe by indicating that Pentavalent vaccination is sometimes given at the same time as Polio.

Times child given pentavalent vaccination (IM11B)
File: ch

Overview

Times child given pentavalent vaccination (IM11B)
File: ch

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-8

Valid cases: 453
Invalid: 1529

Literal question

How many times was a pentavalent vaccine received?

Child ever given DPT vaccination (IM11)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 397
Invalid: 1585

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever received a DPT vaccination – that is, an injection in the thigh or buttocks – to prevent him/her from getting tetanus, whooping cough, or diphtheria?

Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM13.
Probe by indicating that DPT vaccination is sometimes given at the same time as polio

Times child given DPT vaccination (IM12)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 413
Invalid: 1569

Source of information

The mother or caretaker of the child under five.

Literal question

How many times was a DPT vaccine received?

Interviewer instructions

Fill in the number in the space provided.

Ever received DTaP-P1 vaccination (IM12A)
File: ch

Overview

Ever received DTaP-P1 vaccination (IM12A)
File: ch

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-8

Valid cases: 79
Invalid: 1903

Literal question

Has (name) ever received a DTaP-P1 vaccination – that is, an injection to prevent him/her from getting diphteria, whooping cough, tetanus, polio?

Times received DTaP-P1 vaccination (IM12B)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 15
Invalid: 1967

Literal question

How many times was a DTaP-P1 vaccine received?

Ever received HIB1 vaccination (IM12C)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-8

Valid cases: 79
Invalid: 1903

Literal question

Has (name) ever received a HIB1 vaccination – that is, an injection to prevent him/her from getting haemophilus influenzae type b (flu)?

Times received HIB1 vaccination (IM12D)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21
Invalid: 1961

Literal question

How many times was a HIB1 vaccine received?

Child ever given Hepatitis B vaccination (IM13)
File: ch

Child ever given Hepatitis B vaccination (IM13)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 79
Invalid: 1903

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever been given a Hepatitis B vaccination – that is, an injection in the thigh or buttocks – to prevent him/her from getting Hepatitis B?

Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM16.
Probe by indicating that the hepatitis B vaccine is sometimes given at the same time as polio and DPT vaccines

Hepatitis B first given within 24 h after birth or later (IM14)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 19
Invalid: 1963

Source of information

The mother or caretaker of the child under five.

Literal question

Was the first Hepatitis B vaccine received within 24 hours after birth, or later?

Interviewer instructions

Ask if the first hepatitis B vaccine was received within 24 hours after birth or later. Circle the code corresponding to the response.

Times child given Hepatitis B vaccination (IM15)
File: ch

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 19
Invalid: 1963

Source of information

The mother or caretaker of the child under five.

Literal question

How many times was a Hepatitis B vaccine received?

Interviewer instructions

Fill in the number in the space provided.

Child ever given Measles or MMR vaccination (IM16)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 469
Invalid: 1513

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever received a Measles injection or an MMR injection – that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting measles?

Interviewer instructions

Circle the code corresponding to the response. If the caretaker specifically mentions measles vaccine but refers to an injection in the thigh, accept the answer as valid and circle '1' for 'Yes'.

Times child given Measles or MMR vaccination (IM16A)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 368
Invalid: 1614

Literal question

How many times was a measles injection or an MMR injection vaccine received?

Child given Vitamin A dose within last 6 months (IM18)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1946
Invalid: 36

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) received a vitamin A dose within the last 6 months?

Interviewer instructions

This question asks if the child has received a vitamin A supplement.

Show the capsule or dispenser you were given to help the caretaker remember. You may be instructed to show different capsules, 100,000 IU for children 6-11 months old and 200,000 IU for children 12-59 months old, asking the caretaker to identify the correct one. Circle the code corresponding to the response. If the child has never received a vitamin A supplement or the mother/caretaker does not know if he/she has ever received one, continue with the next question.

Measurer's identification code (AN1)
File: ch

Overview	
Type: Continuous	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	Mean: 34.3
	Standard deviation: 22.2

Source of information

Interview information fields completed by interviewer

Pre question

Measurer's name and number:

Interviewer instructions

You should enter the name and two-digit identification number of the person who performed the measurements in the space provided. This would normally be the measurer.

Result of height/length and weight measurement (AN2)
File: ch

Overview	
Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Interview information fields completed by interviewer

Pre question

Result of height / length and weight measurement

Interviewer instructions

Circle the appropriate code corresponding to the result of the measurement. If the reason is 'Other', write a description in the line provided and circle '6'.

Child's weight (kilograms) (AN3)
File: ch

Overview	
Type: Discrete	Valid cases: 1827
Format: numeric	Invalid: 155
Width: 4	Minimum: 2.6
Decimals: 1	Maximum: 99.9
Range: 2.6-99.9	

Source of information

Interview information fields completed by interviewer

Pre question

Child's weight

Interviewer instructions

The child should be weighed according to the instructions given during training. Record exactly as is shown on the scale, in kilograms with one decimal point. Place the kilograms to the left of the decimal point and grams to the right of the decimal point. Use a leading zero if the number of kilograms is one digit. If the weight is not measured circle '99.9'.

Child measured lying or standing (AN4A)
File: ch

Overview

Type: Discrete	Valid cases: 1827
Format: numeric	Invalid: 155
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Check the age of the child in AG2. If the child is under 2 years old, check the appropriate box, circle '1' and then measure and record recumbent length (that is, lying down), to the nearest tenth of a centimetre. If the child is age two or older, check the corresponding box, circle '2', and then measure and record standing height. Write a zero first if the number of centimetres is two digits.

Child's length or height (centimetres) (AN4)
File: ch

Overview

Type: Discrete	Valid cases: 1827
Format: numeric	Invalid: 155
Width: 5	Minimum: 35.5
Decimals: 1	Maximum: 999.9
Range: 35.5-999.9	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Check the age of the child in AG2. If the child is under 2 years old, check the appropriate box, circle '1' and then measure and record recumbent length (that is, lying down), to the nearest tenth of a centimetre. If the child is age two or older, check the corresponding box, circle '2', and then measure and record standing height. Write a zero first if the number of centimetres is two digits.

Oedema presence (AN5)
File: ch

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1982
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Oedema is the retention of fluid in the tissues of the body; sign of kwashiorkor, a form of severe acute malnutrition. Please check to see if the child is having oedema. If the child is having oedema circle '1'. If the child is not having oedema, circle '2'. If undecided, circle '3'. If oedema is not checked for some reason, circle '7' and specify the reason.

Height for age percentile NCHS (HAP)
File: ch

Height for age percentile NCHS (HAP)
File: ch

Overview	
Type: Continuous	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 4	Minimum: 0
Decimals: 1	Maximum: 99.9
Range: 0-99.9	Mean: 35.6
	Standard deviation: 33.1

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Height for age z-score NCHS (HAZ)
File: ch

Overview	
Type: Continuous	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 5	Minimum: -10
Decimals: 2	Maximum: 10
Range: -9.98-9.99	Mean: -0.1
	Standard deviation: 3.1

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Height for age percent of reference median NCHS (HAM)
File: ch

Overview	
Type: Continuous	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 5	Minimum: 61.4
Decimals: 1	Maximum: 999.9
Range: 61.4-999.9	Mean: 157
	Standard deviation: 225.6

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for age percentile NCHS (WAP)
File: ch

Overview

Weight for age percentile NCHS (WAP)
File: ch

Type: Continuous
Format: numeric
Width: 4
Decimals: 1
Range: 0-99.9

Valid cases: 1946
Invalid: 36
Minimum: 0
Maximum: 99.9
Mean: 40.1
Standard deviation: 33.2

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for age z-score NCHS (WAZ)
File: ch

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 2
Range: -5.73-9.99

Valid cases: 1946
Invalid: 36
Minimum: -5.7
Maximum: 10
Mean: 0.2
Standard deviation: 2.8

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for age percent of reference median NCHS (WAM)
File: ch

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 1
Range: 40.8-999.9

Valid cases: 1946
Invalid: 36
Minimum: 40.8
Maximum: 999.9
Mean: 152.6
Standard deviation: 220.6

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for height percentile NCHS (WHP)
File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 1
Range: 0-99.9

Valid cases: 1946
Invalid: 36
Minimum: 0
Maximum: 99.9
Mean: 52.9
Standard deviation: 31.9

Weight for height percentile NCHS (WHP)
File: ch

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for height z-score NCHS (WHZ)
File: ch

Overview

Type: Continuous	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 5	Minimum: -6.8
Decimals: 2	Maximum: 10
Range: -6.79-9.99	Mean: 0.8
	Standard deviation: 2.9

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for height percent of reference median NCHS (WHM)
File: ch

Overview

Type: Continuous	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 5	Minimum: 41.4
Decimals: 1	Maximum: 999.9
Range: 41.4-999.9	Mean: 166.1
	Standard deviation: 231.9

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Flag for anthropometric indicators (FLAG)
File: ch

Overview

Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 1	
Decimals: 0	
Range: 0-7	

Body Mass Index WHO (BMI)
File: ch

Body Mass Index WHO (BMI)
File: ch

Overview	
Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 5	Minimum: 6.4
Decimals: 2	Maximum: 100
Range: 6.39-99.99	

Source of information

Constructed variables used for analysis

Body Mass Index z-score WHO (ZBMI)
File: ch

Overview	
Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 5	Minimum: -5
Decimals: 2	Maximum: 100
Range: -4.95-99.99	

Source of information

Constructed variables used for analysis

Height for age z-score WHO (HAZ2)
File: ch

Overview	
Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 5	Minimum: -5.9
Decimals: 2	Maximum: 100
Range: -5.86-99.99	

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for age z-score WHO (WAZ2)
File: ch

Overview	
Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 5	Minimum: -5.6
Decimals: 2	Maximum: 100
Range: -5.56-99.99	

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for height z-score WHO (WHZ2)
File: ch

Overview	
Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 5	Minimum: -4.7
Decimals: 2	Maximum: 100
Range: -4.67-99.99	

Pre question

Recoded variable

Height for age flag WHO (HAZFLAG)
File: ch

Overview	
Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 1	
Decimals: 0	
Range: 0-1	

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for age flag WHO (WAZFLAG)
File: ch

Overview	
Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 1	
Decimals: 0	
Range: 0-1	

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for height flag WHO (WHZFLAG)
File: ch

Overview	
Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 36
Width: 1	
Decimals: 0	
Range: 0-1	

Source of information

Constructed variables used for analysis

Pre question

Weight for height flag WHO (WHZFLAG)
File: ch

Recoded variable

BMI flag WHO (BMIFLAG)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 1946
Invalid: 36

Source of information

Constructed variables used for analysis

Weight for height - Age flag WHO (WHZNOAGE)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 1946
Invalid: 36

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Area (HH6)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 1982
Invalid: 0

Pre question

Area:

Interviewer instructions

Circle the code for area of residence as instructed/provided by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area.

Region (HH7)
File: ch

Overview

Region (HH7)
File: ch

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 1982
Invalid: 0

Interviewer instructions

Circle the code for region as instructed/provided by your supervisor.

Sex (HL4)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1982
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

Is (name) male or female?

Interviewer instructions

Circle '1' for 'Male' and '2' for 'Female'. Do not guess the sex of the household member from the name provided to you. When the respondent is listing everyone in the household, he/she may indicate the sex of the person at the same time, by saying "My sister Mary," for instance. In this case, you do not need to ask the sex of the household member again, since it is already obvious that the person is a female. However, when a name is mentioned that can be used for both males and females, never use your judgement. Even in cases when you think that the name would most likely be a male's (or a female's) name, have the respondent confirm the sex. This column should never be left blank.

Highest level of education attended (ED4A)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-9

Valid cases: 1875
Invalid: 107

Source of information

Head of household or other responsible household member

Literal question

What is the highest level of school (name) attended?

Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

If the person has been to school, record the highest level of schooling attended by circling the code for the response. You may need to probe for the type of school attended. Circle '8' if the respondent 'Doesn't know'. If the highest level of school the child has attended is preschool (Level=0), skip to ED5.

Highest grade completed at that level (ED4B)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1873
Invalid: 109

Source of information

Head of household or other responsible household member

Literal question

What is the highest grade (name) completed at this level?

Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Enter the highest grade completed or '98' for 'DK' ('Doesn't know'). If less than one grade, enter '00'. For instance, if a person has attended primary school but did not complete the first grade, then the level for this person will be circled as '1' in ED4A, and the grade will be entered as '00' in ED4B.

Similarly, for a child who is attending grade 5 in primary school at the time of the interview, the level will be coded as '1' and the grade as '04', since this person has not yet completed grade 5.

Note that if the level of schooling is given as preschool in ED4A, the grade should be left blank.

For someone not at school anymore, the highest level attended is the one he/she went to before leaving the education system, even if it was for a few weeks. For someone still at school, the highest level is the one he/she is currently attending (or was attending if we are conducting the interview during a long school break period).

Date of interview child (CMC) (CDOI)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1338-1340

Valid cases: 1982
Invalid: 0

Source of information

Interview information fields completed by interviewer

Date of birth of child (CMC) (CDOB)
File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 1279-1340

Valid cases: 1946
Invalid: 36
Minimum: 1279
Maximum: 1340
Mean: 1308.4
Standard deviation: 17.1

Source of information

The mother or caretaker of the child under five.

Age (months) (CAGE)
File: ch

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-59

Valid cases: 1946
Invalid: 36
Minimum: 0
Maximum: 59
Mean: 30.4
Standard deviation: 17.1

Source of information

The mother or caretaker of the child under five.

Age (CAGE_6)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-6

Valid cases: 1946
Invalid: 36

Age (CAGE_11)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 1946
Invalid: 36

Age in days (CAGED)
File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2-1825

Valid cases: 1946
Invalid: 36
Minimum: 2
Maximum: 1825
Mean: 940.2
Standard deviation: 521.1

Wealth index score (wscore)
File: ch

Overview

Wealth index score (wscore)
File: ch

Type: Continuous
Format: numeric
Width: 9
Decimals: 5
Range: -10.810990701094-1.90169551426537

Valid cases: 1982 (1946)
Invalid: 0 (0)
Minimum: -10.8
Maximum: 1.9
Mean: -0.2 (-0.1)
Standard deviation: 1 (1)

Source of information

Constructed variables used for analysis

Wealth index quintiles (windex5)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-5

Valid cases: 1982
Invalid: 0

Source of information

Constructed variables used for analysis

Mother's education (melevel)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1982
Invalid: 0
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Ethnicity of household head (ethnicity)
File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1982
Invalid: 0
Minimum: 1
Maximum: 9

Children's sample weight (chweight)
File: ch

Overview

Children's sample weight (chweight)
File: ch

Type: Continuous
Format: numeric
Width: 8
Decimals: 6
Range: 0-1.90303761735183

Valid cases: 1982
Invalid: 0
Minimum: 0
Maximum: 1.9
Mean: 1
Standard deviation: 0.4

Primary sampling unit (PSU)
File: ch

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-197

Valid cases: 1982
Invalid: 0
Minimum: 1
Maximum: 197
Mean: 99.5
Standard deviation: 60.5

Strata (stratum)
File: ch

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 11-71

Valid cases: 1982
Invalid: 0
Minimum: 11
Maximum: 71
Mean: 41.5
Standard deviation: 20.4

Cluster number (HH1)
File: da

Overview	
Type: Continuous	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 196
Range: 1-196	Mean: 101.4
	Standard deviation: 60.3

Household number (HH2)
File: da

Overview	
Type: Continuous	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	Mean: 13.1
	Standard deviation: 7.1

Line number (HL1)
File: da

Overview	
Type: Continuous	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 23
Range: 2-23	Mean: 5.3
	Standard deviation: 2.3

Area (HH6)
File: da

Overview	
Type: Discrete	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Region (HH7)
File: da

Overview	
Type: Discrete	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-7	

Cluster number (DA1)
File: da

Overview	
Type: Continuous	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 196
Range: 1-196	Mean: 101.4
	Standard deviation: 60.3

Household number (DA2)
File: da

Overview	
Type: Continuous	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	Mean: 13.1
	Standard deviation: 7.1

Line number (DA4)
File: da

Overview	
Type: Continuous	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 23
Range: 2-23	Mean: 5.3
	Standard deviation: 2.3

Mother's line number (DA6)
File: da

Overview	
Type: Discrete	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

Interviewer number (DA7)
File: da

Overview	
Type: Continuous	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	Mean: 46
	Standard deviation: 21.4

Day of interview (DA8D)
File: da

Overview	
Type: Continuous	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	Mean: 15.8
	Standard deviation: 9.1

Month of interview (DA8M)
File: da

Overview	
Type: Discrete	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 6-8	

Year of interview (DA8Y)
File: da

Overview	
Type: Discrete	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 2011-2011	

Result of interview for child disability (DA9)
File: da

Overview	
Type: Continuous	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	Mean: 2.6
	Standard deviation: 12.6

Interviewer instructions

Codes refer to mother/caretaker.

Field edited by (DA10)
File: da

Overview

Field edited by (DA10)
File: da

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-90

Valid cases: 3234
Invalid: 55
Minimum: 1
Maximum: 90
Mean: 43.6
Standard deviation: 21.3

Data entry clerk number (DA11)
File: da

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-72

Valid cases: 3234
Invalid: 55
Minimum: 1
Maximum: 72
Mean: 3.5
Standard deviation: 2.1

Start of interview - Hour (DA11AH)
File: da

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 3234
Invalid: 55

Start of interview - Minutes (DA11AM)
File: da

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 3234
Invalid: 55
Minimum: 0
Maximum: 59

Start of interview - am/pm (DA11AP)
File: da

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 3234
Invalid: 0

Child's age (DA12)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 2-9

Valid cases: 3289
Invalid: 0

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Interviewer instructions

Copy child's name and age from HL2 and HL6, from Household Listing Form.

Have any serious delay in sitting standing or walking (DA13)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3234
Invalid: 55

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

Compared with other children, does or did (name) have any serious delay in sitting, standing, or walking?

Have difficulty seeing , either in the day or night (DA14)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3234
Invalid: 55

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

Compared with other children, does (name) have difficulty seeing, either in the daytime or at night?

Have difficulty hearing (DA15)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 3234
Invalid: 55

Pre question

Have difficulty hearing (DA15)
File: da

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

Does (name) appear to have any difficulty hearing? (uses hearing aid, hears with difficulty or completely deaf)?

Understand what people says (DA16)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3234
Invalid: 55

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

When you tell (name) to do something, does he/she seem to understand what you are saying?

Difficulty walking or moving body parts (DA17)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 3234
Invalid: 55

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

Does (name) have difficulty in walking or moving his/her arms or does he/she have weakness and/or stiffness in the arms or legs?

Have fits, become rigid or lose consciousness (DA18)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3234
Invalid: 55

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

Does (name) sometimes have fits, become rigid, or lose consciousness?

Learn to do things like other children (DA19)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3234
Invalid: 55

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

Does (name) learn to do things like other children his/her age?

Speaks or communicates by recognizable words (DA20)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3234
Invalid: 55

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

Does (name) speak at all (can he/she make him or herself understood in words; can he/she say any recognizable words)?

Speech different from normal (DA22)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2835
Invalid: 454

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

Is (name)'s speech in any way different from normal (not clear enough to be understood by people other than the immediate family)?

Name at least one object (DA23)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 399
Invalid: 2890

Name at least one object (DA23)
File: da

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

Can (name) name at least one object (for example, an animal, a toy, a cup, a spoon)?

Appears in any way slow (DA24)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 3234
Invalid: 55

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

Compared with other children of the same age, does (name) appear in any way slow?

Agrees to repeat visits (DA25)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 3234
Invalid: 55

Pre question

To be administered to mothers or caretakers of children age 2-9 years.

Literal question

As part of this survey, others in our team may visit you again to collect more information on some of the topics we have just talked about, concerning (name).
May I proceed and note that you would be fine with such a visit, if it occurs at all? again, you may change your mind and decline to speak to our team if and when the visit happens.

End interview - Hours (DA26H)
File: da

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-12

Valid cases: 3234
Invalid: 55

End interview - Minutes (DA26M)
File: da

End interview - Minutes (DA26M)
File: da

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-59

Valid cases: 3234
Invalid: 55
Minimum: 0
Maximum: 59
Mean: 29.1
Standard deviation: 17

End interview - am/pm (DA26AP)
File: da

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 3234
Invalid: 0

Mother's line number (MLINE)
File: da

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-10

Valid cases: 3289
Invalid: 0

Father's line number (FLINE)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-8

Valid cases: 3289
Invalid: 0

Sex (HL4)
File: da

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3289
Invalid: 0

Highest level of education attended (ED4A)
File: da

Overview	
Type: Discrete	Valid cases: 1929
Format: numeric	Invalid: 1360
Width: 1	
Decimals: 0	
Range: 0-9	

Highest grade completed at that level (ED4B)
File: da

Overview	
Type: Discrete	Valid cases: 1800
Format: numeric	Invalid: 1489
Width: 2	
Decimals: 0	
Range: 0-99	

Ethnicity of household head (ethnicity)
File: da

Overview	
Type: Discrete	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Mother's education (melevel)
File: da

Overview	
Type: Discrete	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Father's education (felevel)
File: da

Overview	
Type: Discrete	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Education of household head (helevel)
File: da

Overview	
Type: Discrete	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Wealth index score (wscore)
File: da

Overview	
Type: Continuous	Valid cases: 3289 (3233.8)
Format: numeric	Invalid: 0 (0)
Width: 9	Minimum: -10.8
Decimals: 5	Maximum: 1.9
Range: -10.810990701094-1.90169551426537	Mean: -0.2 (-0.1)
	Standard deviation: 1 (1)

Wealth index quintiles (windex5)
File: da

Overview	
Type: Discrete	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

Children's sample weight for Disability questionnaire (daweight)
File: da

Overview	
Type: Continuous	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 8	Minimum: 0
Decimals: 6	Maximum: 2
Range: 0-1.95058093047074	Mean: 1
	Standard deviation: 0.4

Primary sampling unit (PSU)
File: da

Overview	
Type: Continuous	Valid cases: 3289
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 197
Range: 1-197	Mean: 102
	Standard deviation: 60.7

Strata (stratum)
File: da

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 11-71

Valid cases: 3289
Invalid: 0
Minimum: 11
Maximum: 71
Mean: 42
Standard deviation: 20.2

Cluster number (HH1)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-196

Valid cases: 4900
Invalid: 0
Minimum: 1
Maximum: 196
Mean: 98.5
Standard deviation: 56.6

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (HH2)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-26

Valid cases: 4900
Invalid: 0
Minimum: 1
Maximum: 26
Mean: 13
Standard deviation: 7.2

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the household number as instructed by your supervisor.

Interviewer number (HH3)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 2-96

Valid cases: 4900
Invalid: 0
Minimum: 2
Maximum: 96
Mean: 44.7
Standard deviation: 20.2

Supervisor number (HH4)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-71

Valid cases: 4900
Invalid: 0

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Supervisor number (HH4)
File: hh

Leave this space blank. The supervisor will later enter his/her name and number in the space provided.

Day of interview (HH5D)
File: hh

Overview	
Type: Continuous	Valid cases: 4900
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	Mean: 15.7
	Standard deviation: 8.8

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

Month of interview (HH5M)
File: hh

Overview	
Type: Discrete	Valid cases: 4900
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 6-8	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

Year of interview (HH5Y)
File: hh

Overview	
Type: Discrete	Valid cases: 4900
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 2011-2011	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Year of interview (HH5Y)
File: hh

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

Area (HH6)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 4900
Invalid: 0

Interviewer instructions

Circle the code for area of residence as instructed/provided by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area.

Region (HH7)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 4900
Invalid: 0

Interviewer instructions

Circle the code for region as instructed/provided by your supervisor.

After the HH1-HH7 has been filled out, begin by saying the following to the respondent:

We are from (country-specific affiliation). We are working on a project concerned with family health and education. I would like to talk to you about these subjects. The interview will take about (number) minutes. All the information we obtain will remain strictly confidential and your answers will never be shared with anyone other than our project team. May I start now?

You may change the wording of these introductory sentences as appropriate. However, you must make sure to include the following when you are introducing yourself: the name of the implementing agency; the topic of the survey; approximate duration of the interview; the issue of confidentiality; and with whom you would like to speak. If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and leave the household to go the next household. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the household for a second time. This will depend on your description of the refusal. However, remember that a household's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

Result of HH interview (HH9)
File: hh

Overview

Result of HH interview (HH9)
File: hh

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 4900
Invalid: 0

Source of information

Interview information fields completed by interviewer

Post question

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

Interviewer instructions

'Completed': If the Household Questionnaire is completed, circle '01'.

'No household member or no competent respondent at home at time of visit': If the dwelling is occupied, but no one is at home or if there is only a child at home or an adult member who is ill, deaf, or mentally incompetent and you have not been able to contact a more qualified member of the household after repeated visits, circle '02'.

'Entire household absent for extended period of time': If no one is at home and the neighbours say that no one will return for several days or weeks, circle '03'.

'Refused': If the household refuses to be interviewed, circle '04.

'Dwelling vacant / Address not a dwelling': If a dwelling assigned to you is unoccupied, that is, it is empty with no furniture and is not being lived in, this is what we call "vacant," and you should circle '05'. Other times, you may find that a dwelling is not a residential unit. It is a shop, church, school, workshop, or some other type of facility that is not used as a living area. After making sure there are no residential units in back of or above the premises, circle '05' as the result for the visit.

'Dwelling destroyed': If the dwelling was burned down or was demolished in some other manner, circle '06'.

'Dwelling not found': If you are unable to find the dwelling even after asking people in the area whether they are familiar with the address or the name of the household head on listing forms, circle '07'.

'Other': If you have not been able to complete the Household Questionnaire for another reason, you should circle '96' and specify the reason in the space provided. Some examples of 'Other' codes might be: the household respondent is incapacitated; the questionnaire is partly completed.

Respondent to HH questionnaire (HH10)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 4424
Invalid: 476

Source of information

Interview information fields completed by interviewer

Post question

Respondent to HH questionnaire (HH10)
File: hh

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

Interviewer instructions

Enter the name and line number (from the Household Listing, columns HL1 and HL2) of the respondent to the Household Questionnaire.

Number of HH members (HH11)
File: hh

Overview	
Type: Discrete	Valid cases: 4424
Format: numeric	Invalid: 476
Width: 2	
Decimals: 0	
Range: 1-25	

Source of information

Interview information fields completed by interviewer

Post question

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

Interviewer instructions

Count the number of household members recorded in column HL1 of the Household Listing Form and enter the total here. Normally, this is the line number of the last member listed in the Household Listing Form.

Number of women 15 - 49 years (HH12)
File: hh

Overview	
Type: Discrete	Valid cases: 4424
Format: numeric	Invalid: 476
Width: 1	
Decimals: 0	
Range: 0-6	

Source of information

Interview information fields completed by interviewer

Post question

Number of women 15 - 49 years (HH12)
File: hh

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

Interviewer instructions

Enter the total number of women age 15-49; these are women eligible for interview with the Questionnaire for Individual Women.

Number of woman' questionnaires completed (HH13)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-6

Valid cases: 4424
Invalid: 476

Source of information

Interview information fields completed by interviewer

Post question

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

Interviewer instructions

Once all of the Questionnaires for Individual Women have been completed for a particular household, enter the number completed here.

Number of children under age 5 (HH14)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-7

Valid cases: 4424
Invalid: 476

Source of information

Interview information fields completed by interviewer

Post question

Number of children under age 5 (HH14)
File: hh

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

Interviewer instructions

Enter the total number of children under five eligible for interview with the Questionnaire for Children Under Five. This should be calculated as the total number of children for whom a mother or caretaker line number is entered in column HL9. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children.

Number of under - 5 questionnaires completed (HH15)
File: hh

Overview	
Type: Discrete	Valid cases: 4424
Format: numeric	Invalid: 476
Width: 1	
Decimals: 0	
Range: 0-7	

Source of information

Interview information fields completed by interviewer

Post question

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

Interviewer instructions

Once all of the Questionnaires for Children Under Five have been completed for a particular household, enter the number completed here.

Number of children 2 - 9 years (HH15A)
File: hh

Overview	
Type: Discrete	Valid cases: 4424
Format: numeric	Invalid: 476
Width: 2	
Decimals: 0	
Range: 0-12	

Source of information

Interview information fields completed by interviewer

Pre question

After all questionnaires for the household have been completed, fill in the following information:

Post question

Number of children 2 - 9 years (HH15A)
File: hh

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

Interviewer instructions

Once all of the Questionnaires for Individual Men have been completed for a particular household, enter the number completed here.

Number of questionnaires completed for children age 2-9 (HH15B)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-10

Valid cases: 4424
Invalid: 476

Field editor (HH16)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-91

Valid cases: 4900
Invalid: 0
Minimum: 0
Maximum: 91
Mean: 44
Standard deviation: 21.7

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Leave this space blank. The field editor of your team will later enter his/her name and number in the space provided when checking the completed household questionnaires.

Data entry clerk (HH17)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-10

Valid cases: 4900
Invalid: 0

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Data entry clerk (HH17)
File: hh

Leave this space blank. The data entry clerk will enter his/her name and number in the space provided.

Start of interview - Hour (HH18H)
File: hh

Overview	

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 4424
Invalid: 476

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you start the household interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. Avoid rounding the minutes and write the exact minutes as you see on your watch.

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4).
If the answer to the second question is yes, complete listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.
Use an additional questionnaire if all rows in the household listing form have been used.

Start of interview - Minutes (HH18M)
File: hh

Overview	

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 4424
Invalid: 476
Minimum: 0
Maximum: 59

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you start the household interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. Avoid rounding the minutes and write the exact minutes as you see on your watch.

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4).
If the answer to the second question is yes, complete listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.
Use an additional questionnaire if all rows in the household listing form have been used.

AM/PM (HH18AP)
File: hh

Overview	

AM/PM (HH18AP)
File: hh

Type: Discrete
Format: character
Width: 1

Valid cases: 4424
Invalid: 0

End of interview - Hour (HH19H)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 4424
Invalid: 476

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you finish the household interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the interview, revise and enter starting (HH18) and ending times (HH19) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the household questionnaire regarding this.

End of interview - Minutes (HH19M)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 4424
Invalid: 476
Minimum: 0
Maximum: 59

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you finish the household interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the interview, revise and enter starting (HH18) and ending times (HH19) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the household questionnaire regarding this.

AM/PM (HH19AP)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 4424
Invalid: 0

Main source of drinking water (WS1)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-99

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

What is the main source of drinking water for members of your household?

Interviewer instructions

Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. Note that you can only circle one response code. If the source varies by season, record the source for the season of the interview. If the response is 'Piped into dwelling', 'Piped into compound, yard or plot', or 'Piped to neighbour' circle '11', '12', or '13' respectively, and skip to WS6. If the response is 'Bottled water' circle '91' and continue to the next question. Note that the next question is only asked if the response to this question is 'Bottled water'. For all other responses, skip to WS3.

Main source of water used for other purposes (if bottled water used for drinking) (WS2)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-99

Valid cases: 2151
Invalid: 2749

Source of information

Head of household or other responsible household member

Literal question

What is the main source of water used by your household for other purposes such as cooking and handwashing?

Interviewer instructions

This question should only be asked to households that use 'Bottled water' for drinking. Circle the code for the most usual source. If the source varies by season, record the source for the season of the interview. If the most usual source of non-drinking water is 'Piped into dwelling', 'Piped into compound, yard or plot', or 'Piped into neighbour', circle '11', '12', or 13 respectively, and skip to WS6. Otherwise circle appropriate code and continue to the next question.

Note that you cannot replace "cooking and handwashing" with other uses of non-drinking water.

Location of the water source (WS3)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1004
Invalid: 3896

Source of information

Head of household or other responsible household member

Literal question

Location of the water source (WS3)
File: hh

Where is that water source located?

Interviewer instructions

This question should only be asked to households where the main source of water is not a piped system. Circle the code for the location of water source. If the location is in own dwelling or in own yard/plot then circle '1' or '2' and skip to WS6. Otherwise circle appropriate code and continue to the next question.

Time (in minutes) to get water and come back (WS4)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 3-999

Valid cases: 171
Invalid: 4729

Source of information

Head of household or other responsible household member

Literal question

How long does it take to go there, get water, and come back?

Interviewer instructions

This question is used to find out how convenient the location of the source of water is to the dwelling for households using a water source outside their dwelling. Record the time it takes to get water by whatever means of transportation the person generally uses, whether the person walks or rides a bicycle or motor vehicle.

Fill in the estimated time (in minutes, converting from hours, if necessary) it takes by the usual mode of transport to get to the water source, wait to get water, and get back to the dwelling. Use zero(s) preceding the number if less than 100 minutes (for example, '060' or '005'). Then continue to the next question.

If the respondent tells you that the water is delivered to their dwelling (a situation that could arise if the water comes from a tanker truck or a small cart with a tank), record '000'.

If the respondent does not know how long it takes, circle '998' and continue to the next question.

Person collecting water (WS5)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 172
Invalid: 4728

Source of information

Head of household or other responsible household member

Literal question

Who usually goes to this source to fetch the water for your household?

Interviewer instructions

Person collecting water (WS5)
File: hh

The purpose of this question is to find out the age and gender of the person who usually performs the task of hauling water. This will provide an understanding of whether water hauling responsibilities are given to members of a particular sex or age group.

Probe: "Is this person under age 15? What sex?" Circle the code that corresponds with the response or '8' if the respondent does not know. Adult refers to anyone age 15 or over, regardless of whether he/she is a household member. Child refers to anyone under the age of 15, regardless of whether he/she is a household member.

The purpose of the following two questions, WS6 and WS7, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.

Treat water to make safer for drinking (WS6)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Do you do anything to the water to make it safer to drink?

Interviewer instructions

Circle '1' if 'Yes', and continue to the next question. If 'No' or 'DK' (Doesn't know'), circle '2' or '8', respectively, and skip to WS8.

Water treatment: Boil (WS7A)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 280
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to make the water safer to drink?

Interviewer instructions

Water treatment: Boil (WS7A)
File: hh

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:
'A' - Boil refers to boiling or heating water with fuel.
'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.
'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.
'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.
'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

Water treatment: Add bleach/chlorine (WS7B)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 376
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to make the water safer to drink?

Interviewer instructions

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:
'A' - Boil refers to boiling or heating water with fuel.
'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.
'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.
'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.
'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

Water treatment: Strain it through a cloth (WS7C)
File: hh

Water treatment: Strain it through a cloth (WS7C)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 36
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to make the water safer to drink?

Interviewer instructions

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:
'A' - Boil refers to boiling or heating water with fuel.
'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.
'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.
'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.
'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

Water treatment: Use water filter (WS7D)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 69
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to make the water safer to drink?

Interviewer instructions

Water treatment: Use water filter (WS7D)
File: hh

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:
'A' - Boil refers to boiling or heating water with fuel.
'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.
'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.
'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.
'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

Water treatment: Solar disinfection (WS7E)
File: hh

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to make the water safer to drink?

Interviewer instructions

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:
'A' - Boil refers to boiling or heating water with fuel.
'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.
'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.
'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.
'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

Water treatment: Let it stand and settle (WS7F)
File: hh

Water treatment: Let it stand and settle (WS7F)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 6
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to make the water safer to drink?

Interviewer instructions

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:
'A' - Boil refers to boiling or heating water with fuel.
'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.
'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.
'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.
'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

Water treatment: Other (WS7X)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 13
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to make the water safer to drink?

Interviewer instructions

Water treatment: Other (WS7X)
File: hh

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:
'A' - Boil refers to boiling or heating water with fuel.
'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.
'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.
'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.
'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

Water treatment: DK (WS7Z)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Source of information

Head of household or other responsible household member
Literal question

What do you usually do to make the water safer to drink?
Interviewer instructions

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:
'A' - Boil refers to boiling or heating water with fuel.
'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.
'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.
'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.
'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

Type of toilet facility (WS8)
File: hh

Type of toilet facility (WS8)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-99

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Pre question

Questions WS8, WS9, WS10 and WS11 are about the toilet facility household members use.

Literal question

What kind of toilet facility do members of your household usually use?

Interviewer instructions

Type of toilet facility (WS8)
File: hh

If necessary ask permission to observe the facility.

The purpose of this question is to obtain a measure of the hygiene of the sanitary facility used by the household members.

It may be necessary to observe the facility. If so, ask permission to do so. If the respondent answers or it is observed that the household members have no facilities or use the bush or field, enter '95' for 'No facilities or bush or field' and skip to the next module.

If any of the flush or pour flush responses (11-15) are given, probe: "Where does it flush to?" Circle the code corresponding to the response given.

Definitions of various types of toilet facilities are as follows:

A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).

'11' - A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.
'12' - A septic tank is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet.
'13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground and has a water seal.
'14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (may have a water seal but deposited not into pit, septic tank or sewer); excreta may be flushed to the street, yard/plot, drainage way or other location.
'15' - Flush to unknown place/Not sure/DK where should be coded in cases when the respondent knows that the toilet facility is a flush toilet, but does not know where it flushes to.
'21' - A ventilated improved pit latrine or VIP is a type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.
'22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat (made of concrete, steel, or wood to allow standing with ease) that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.
'23' - A pit latrine without slab/Open pit uses a hole in the ground for excreta collection and does not have a squatting slab, platform, or seat. An open pit is a rudimentary hole in the ground where excreta is collected.
'31' - A composting toilet is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost.
'41' - Bucket refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal.
'51' - A hanging toilet/hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly.
'95' - No facilities/bush/field includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream or sea).

Survey Coordinators: Adapt these instructions, adding explanations of any additional categories. Be sure to retain the categories shown on the questionnaire. These will determine the number of households to count in the numerator of the water and sanitation indicators. Any other usual types of facilities that do not fit into these categories should also be listed here.

The purpose of the following two questions is to determine whether the household shares their sanitation facility with other households. The shared status of a sanitation facility is important because shared facilities can be less hygienic than facilities used by only a single household. Unhygienic conditions (faeces on the floor, seat or wall and flies) may discourage use of the facility.

Toilet facility shared (WS9)
File: hh

Overview

Toilet facility shared (WS9)
File: hh

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4326
Invalid: 574

Source of information

Head of household or other responsible household member

Pre question

Questions WS8, WS9, WS10 and WS11 are about the toilet facility household members use.

Literal question

Do you share this faciilty with others who are not members of your household?

Interviewer instructions

Circle the code corresponding to the response given. If 'No', go to the next module.

Toilet shared with other household or with general public (WS10)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 433
Invalid: 4467

Source of information

Head of household or other responsible household member

Pre question

Questions WS8, WS9, WS10 and WS11 are about the toilet facility household members use.

Literal question

Do you share this facility only with members of other households that you know, or is the facility open to the use of the general public?

Interviewer instructions

The intention of this question is to understand whether the shared facility is only shared with other households (such as a neighbouring household) or whether the facility is open to the public. If it is a public facility, then circle '2' and skip to the next module. If '1' is circled, continue with WS11.

Households using this toilet facility (WS11)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 2-99

Valid cases: 405
Invalid: 4495

Source of information

Head of household or other responsible household member

Pre question

Questions WS8, WS9, WS10 and WS11 are about the toilet facility household members use.

Literal question

How many households in total use this toilet facility, including your own household?

Interviewer instructions

Households using this toilet facility (WS11)
File: hh

The total number of households using this facility should include the household being interviewed. If less than ten households use this toilet facility, enter the number of households on the line provided. Circle '10' if ten or more households use this toilet facility. Note that '01' is not a valid response (since it means that this is the only household that uses the facility; if that is the case, you should go back to WS9 and correct the response there). Circle '98' for 'DK' ('Doesn't know').

Religion of household head (HC1A)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-98
Invalid: 99

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

What is the religion of the head of this household?

Interviewer instructions

Circle the code corresponding to the answer given. Make sure to get the religion, ethnicity or mother tongue/native language of the household head.

Survey Coordinators: Questions on religion, language and ethnicity should be adapted to the country-specific setting. These questions are intended to identify the sociocultural background of the households. Some sociocultural groups tend to be more vulnerable or disadvantaged than others. Depending on the criteria used in your country to differentiate between these groups, you may want to delete one or two of these questions if only one of them is sufficient, or add a similar question which uses a criterion other than religion, ethnic group or mother tongue. For instance, in some countries, asking about the religious sect may be necessary to differentiate between various groups.

Mother tongue of household head (HC1B)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96
Invalid: 99

Valid cases: 4424
Invalid: 476

Literal question

What is the first language of the head of this household?

Ethnic group of household head (HC1C)
File: hh

Overview

Ethnic group of household head (HC1C)
File: hh

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-98
Invalid: 99

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

To what ethnic group does the head of this household belong?

Interviewer instructions

Circle the code corresponding to the answer given. Make sure to get the religion, ethnicity or mother tongue/native language of the household head.

Survey Coordinators: Questions on religion, language and ethnicity should be adapted to the country-specific setting. These questions are intended to identify the sociocultural background of the households. Some sociocultural groups tend to be more vulnerable or disadvantaged than others. Depending on the criteria used in your country to differentiate between these groups, you may want to delete one or two of these questions if only one of them is sufficient, or add a similar question which uses a criterion other than religion, ethnic group or mother tongue. For instance, in some countries, asking about the religious sect may be necessary to differentiate between various groups.

Number of rooms used for sleeping (HC2)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

How many rooms in this dwelling unit are used for sleeping by the members of this household?

Interviewer instructions

This information provides a measure of how crowded the house is, and reflects the socio-economic condition of the household. A room in this case refers to a special area with a permanent partition that is used for sleeping. It is not necessarily the number of rooms in the household that are called 'bedrooms', but rather how many rooms get used for sleeping on a regular basis. Exclude rooms that are used only for sleeping by visitors to the household, but include those rooms that may not be regular 'bedrooms' but may be regularly used by one or more of the household members for sleeping.

Enter the number of rooms in this household that are used for sleeping.

Main material of floor (HC3)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 10-96
Invalid: 99

Valid cases: 4424
Invalid: 476

Main material of floor (HC3)
File: hh

Source of information

Interviewer's visual observation

Interviewer instructions

Record observation.

Survey Coordinators: Adapt the response categories to include locally relevant floor materials.

Circle the correct code for the material of the dwelling floor based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the floor at different parts of the household, record the main flooring material (the material that covers the largest amount of floor space).

Main material of roof (HC4)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 12-99

Valid cases: 4424
Invalid: 476

Source of information

Interviewer's visual observation

Interviewer instructions

Record observation.

Survey Coordinators: Adapt the response categories to include locally relevant roof materials.

Circle the correct code for the material of the dwelling roof, based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the roof, record the main roofing material (the material that covers the largest amount of roof space).

Main material of exterior wall (HC5)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-99

Valid cases: 4424
Invalid: 476

Source of information

Interviewer's visual observation

Interviewer instructions

Record observation.

Survey Coordinators: Adapt the response categories to include locally relevant wall materials.

Circle the correct code for the material of the dwelling walls, based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the walls at different parts of the household, record the main wall material (the material that covers the largest amount of wall space).

Type of fuel using for cooking (HC6)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

What type of fuel does your household mainly use for cooking?

Interviewer instructions

Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences.

Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, biogas or kerosene is mainly used, circle '01', '02', '03', '04', or '05', respectively, and skip to HC8. There might be cases when no cooking is done in the household. In this case, circle '95' and skip to HC8. If any fuel other than the pre-coded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel on the line provided.

Definitions of some of the types of fuel are as follows: 'Biogas' includes gases produced by fermenting manure in an enclosed pit. 'Lignite' is a derivative of coal that produces more smoke when burned but produces less heat than coal.

Cooking location (HC7)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 735
Invalid: 4165

Source of information

Head of household or other responsible household member

Literal question

Is the cooking usually done in the house, in a separate building or outdoors?
If "In the house", probe: Is it done in a separate room used as a kitchen?

Interviewer instructions

Circle the code corresponding to the response given. Circle '1' if the cooking is done in a separate room designated as a kitchen. Circle '2' if the cooking is done in an area used for living, sitting, sleeping, and not in a separate kitchen or building. Circle '3' if the cooking is done in another building and '4' only if the cooking is usually done outdoors.

If a response is given other than the pre-coded ones, circle '6' and specify the cooking place on the line provided.

The answers to the following two questions on ownership of certain items will be used as an approximate measure of the socio-economic status of the household.

Electricity (HC8A)
File: hh

Overview

Electricity (HC8A)
File: hh

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: Electricity?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Radio (HC8B)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A radio?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Television (HC8C)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A television?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Non-mobile phone (HC8D)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A non-mobile telephone?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Refrigerator (HC8E)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A refrigerator?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Fan (HC8F)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A fan?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Microwave oven (HC8G)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A microwave oven?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Security alarm (HC8H)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A security alarm system?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Washing machine (HC8I)
File: hh

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A washing machine?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

DVD player (HC8J)
File: hh

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A DVD player?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Bar-b-que grill (HC8K)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A gas bar-b-que grill?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Air conditioner (HC8L)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: An air conditioner?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Water cooler (HC8M)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A water cooler?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Sofa (HC8N)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A sofa?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Dining room table (HC8O)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A dining room table?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Clothes closet (HC8P)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does your household have: A clothes closet?

Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

Watch (HC9A)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:A watch?

Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

Mobile telephone (HC9B)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:A cell telephone?

Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

Bicycle (HC9C)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Bicycle (HC9C)
File: hh

Head of household or other responsible household member

Literal question

Does any member of your household own:A bicycle?

Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

Motorcycle or scooter (HC9D)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:A motorcycle or scooter?

Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

Car or truck (HC9F)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:A car or truck?

Interviewer instructions

Car or truck (HC9F)
File: hh

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

Boat with motor (HC9G)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:A boat with a motor?

Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

MP3/MP4 player (HC9H)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:An MP3/MP4 player?

Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

Fishing rod (HC9I)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Literal question

Does any member of your household own:A fishing rod?

Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

Weight training machine (HC9J)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Literal question

Does any member of your household own:A weight training machine?

Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

Computer (HC9K)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Literal question

Does any member of your household own:A computer?

Interviewer instructions

Computer (HC9K)
File: hh

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

Household owns the dwelling (HC10)
File: hh

Overview	
Type: Discrete	Valid cases: 4424
Format: numeric	Invalid: 476
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

Do you or someone living in this household own this dwelling?

Interviewer instructions

Note that the question pertains to the situation at the time of interview. If the respondent or anyone else living in the household owns the dwelling, circle '1' and continue with the next question. If the answer is 'No' then ask Do you rent this dwelling from someone not living in this household? If the dwelling is rented, circle '2'. If the household lives in the dwelling without paying rent, if the household is squatting (occupied illegally), or if there is another arrangement, circle '6'; probe if the dwelling is not owned or rented by a household member.

Any household member own land that can be used for agriculture (HC11)
File: hh

Overview	
Type: Discrete	Valid cases: 4424
Format: numeric	Invalid: 476
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

Does any member of this household own any land that can be used for agriculture?

Interviewer instructions

Agricultural land refers to land that is used for growing crops (the crops may be food for people, food for animals, or other non-food crops), raising animals, and grazing animals. In answering this question, common land used to graze animals but not owned by the household should not be included. Circle the code corresponding to the response given. If 'No', skip to HC13.

Note that the land in question may be far away, even in another country. Accept such answers as "Yes".

Acres of agricultural land members of household owns (HC12)
File: hh

Overview	
Type: Continuous	Valid cases: 1075
Format: numeric	Invalid: 3825
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Source of information

Head of household or other responsible household member

Literal question

How many acres of agricultural land do members of this household own?

Interviewer instructions

Survey Coordinators: If a measurement unit other than hectares is commonly used, adapt the question to allow for the recording of commonly used units.

Record the total number of hectares of land owned by all members of the household that can be used for agriculture. If less than 1, record "00". If 95 or more hectares (or other units) are owned, record '95'. If unknown, record '98'.

Household own any animals (HC13)
File: hh

Overview	
Type: Discrete	Valid cases: 4424
Format: numeric	Invalid: 476
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

Does this household own any livestock, herds, other farm animals or poultry?

Interviewer instructions

Circle the code corresponding to the response given. If 'No', skip to HC15.

Cattle, milk cows, or bulls (HC14A)
File: hh

Overview	
Type: Continuous	Valid cases: 999
Format: numeric	Invalid: 3901
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household own?
Cattle, milk cows, or bulls

Interviewer instructions

Cattle, milk cows, or bulls (HC14A)
File: hh

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: Cattle; Milk Cows or Bulls; Horses, Donkeys or mules; Goats; Sheep; Chickens; Pigs.

Horses, donkeys, or mules (HC14B)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 999
Invalid: 3901

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household own?
Horses, donkeys, or mules

Interviewer instructions

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: Cattle; Milk Cows or Bulls; Horses, Donkeys or mules; Goats; Sheep; Chickens; Pigs.

Goats (HC14C)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 999
Invalid: 3901

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household own?
Goats

Interviewer instructions

Goats (HC14C)
File: hh

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: Cattle; Milk Cows or Bulls; Horses, Donkeys or mules; Goats; Sheep; Chickens; Pigs.

Sheep (HC14D)
File: hh

Overview	
Type: Discrete	Valid cases: 999
Format: numeric	Invalid: 3901
Width: 2	
Decimals: 0	
Range: 0-99	

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household own?
Sheep

Interviewer instructions

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: Cattle; Milk Cows or Bulls; Horses, Donkeys or mules; Goats; Sheep; Chickens; Pigs.

Chickens (HC14E)
File: hh

Overview	
Type: Continuous	Valid cases: 999
Format: numeric	Invalid: 3901
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household own?
Chickens

Interviewer instructions

Chickens (HC14E)
File: hh

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: Cattle; Milk Cows or Bulls; Horses, Donkeys or mules; Goats; Sheep; Chickens; Pigs.

Pigs (HC14F)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 999
Invalid: 3901
Minimum: 0
Maximum: 98

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household own?
Pigs

Interviewer instructions

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: Cattle; Milk Cows or Bulls; Horses, Donkeys or mules; Goats; Sheep; Chickens; Pigs.

Any household member own bank account (HC15)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Literal question

Does any member of this household have a bank account, a bank book or credit union book?

Interviewer instructions

Any household member own bank account (HC15)
File: hh

Ask if any member in the household has an account with a bank, credit association or other similar organization in which they can deposit and withdraw funds. Circle the code corresponding to the response given.

Total children aged 2-14 years (CD6)
File: hh

Overview	
Type: Discrete	Valid cases: 2467
Format: numeric	Invalid: 2433
Width: 2	
Decimals: 0	
Range: 1-15	

Source of information

Interview information fields completed by interviewer

Literal question

Total number of children age 2–14 years

Interviewer instructions

Count the number of children and record the total number of children aged 2-14 years in the box provided.

If there is only one child aged 2-14 years in the household, then skip Table 2 and go to CD8; write down '1' and continue with CD9 to administer the questions on child discipline to the mother or the primary caretaker of this child.

If there is more than one eligible child on the list, go on to fill in Table 2.

Rank number of the selected child (CD8)
File: hh

Overview	
Type: Discrete	Valid cases: 2467
Format: numeric	Invalid: 2433
Width: 1	
Decimals: 0	
Range: 1-8	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the rank number of selected child from Table 1 (CD1). This is the rank number of the child selected for the child discipline questions.

Child line number (CD9)
File: hh

Overview	
Type: Discrete	Valid cases: 2467
Format: numeric	Invalid: 2433
Width: 2	
Decimals: 0	
Range: 2-97	

Source of information

Interview information fields completed by interviewer

Child line number (CD9)
File: hh

Interviewer instructions

Write the name and line number of the child selected for the module from CD3 and CD2, based on the rank number in CD8.

Now go back to Table 1 and find this rank number (CD8) in the list in column CD1. Record the line number and name of this selected child from Table 1 in CD9 on the next page.

Flag for correct child line number (CD_FLAG)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 2467
Invalid: 2433

Took away privileges (CD11)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2467
Invalid: 2433

Source of information

Mother or primary caretaker of the selected child

Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.
Took away privileges, forbade something (name) liked or did not allow him/her to leave house.

Interviewer instructions

'Privileges' means a right or a benefit that is not available to everyone. As children get older, parents/caretakers often extend privileges not available to a very young child. If you must explain what this question means, first try by asking each prompting question separately. If you need to give examples, try to phrase these questions appropriately for the child's age. "Did you (or someone else in the household) forbid (name) from leaving the house or from going outside for a time? Did you (or someone else in the household) prohibit (name) from doing something he/she usually does, such as playing with friends or watching TV?" For a young child, you might include such things as 'forbidding him/her to have sweets', etc.

Explained why behaviour was wrong (CD12)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2467
Invalid: 2433

Source of information

Mother or primary caretaker of the selected child

Explained why behaviour was wrong (CD12)
File: hh

Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.
Explained why (name)'s behavior was wrong

Interviewer instructions

When a child does something wrong, some parents/caretakers try to teach the child not to repeat the behaviour by explaining why they consider the behaviour to be wrong. For example, a young child playing with matches may be told not to do so, because he or she could accidentally start a fire.

Shook child (CD13)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2467
Invalid: 2433

Source of information

Mother or primary caretaker of the selected child

Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.
Shook him/her.

Interviewer instructions

Some parents/caretakers may shake (pick the child up or take him/her by the shoulders or other part of the body) and shake the child back and forth more than once. This is a method some parents may use to punish a child for bad behaviour. They may use this method alone, or combine this form of punishment together with other actions or methods to teach the child.

Shouted, yelled or screamed at child (CD14)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2467
Invalid: 2433

Source of information

Mother or primary caretaker of the selected child

Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.
Shouted, yelled at or screamed at him/her.

Interviewer instructions

Parents/caretakers may raise their voice when a child does something they consider wrong.

Gave child something else to do (CD15)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2467
Invalid: 2433

Source of information

Mother or primary caretaker of the selected child

Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.
Gave him/her something else to do.

Interviewer instructions

This question is designed to capture another non-violent discipline technique, diverting the child's attention from the incorrect behaviour. A parent/caretaker may try to distract the child from doing the unsuitable behaviour by giving the child something else to do in its place. If the respondent does not understand, you may add a probe: "This means distracting the child or helping the child pay attention to something else."

Spanked, hit or slapped child on bottom with bare hand (CD16)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2467
Invalid: 2433

Source of information

Mother or primary caretaker of the selected child

Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.
Spanked, hit or slapped him/her on the bottom with bare hand.

Interviewer instructions

Spanking a child on the bottom with a bare hand is a form of physical punishment used by some parents/caretakers.

Hit child on the bottom or elsewhere with belt, brush, stick, etc. (CD17)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2467
Invalid: 2433

Source of information

Mother or primary caretaker of the selected child

Literal question

Hit child on the bottom or elsewhere with belt, brush, stick, etc. (CD17)
File: hh

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.
Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.

Interviewer instructions

Hitting a child with a hard object (this includes a belt) is a more severe form of physical punishment used by some parents/caretakers. It is considered more severe than spanking because more force can be exerted with a hard object than a bare hand. Some parents/caretakers use this form of punishment to teach a child not to engage in a bad behaviour. Remember, you are asking if the method of punishment was used with this child during the previous 30 days.

Called child dumb, lazy or another name (CD18)
File: hh

Overview	
Type: Discrete	Valid cases: 2467
Format: numeric	Invalid: 2433
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Mother or primary caretaker of the selected child

Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.
Called him/her stupid, lazy or another name like that.

Interviewer instructions

Some parents/caretakers use verbal abuse to teach a child not to engage in a bad behaviour.

Hit or slapped child on the face, head or ears (CD19)
File: hh

Overview	
Type: Discrete	Valid cases: 2467
Format: numeric	Invalid: 2433
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Mother or primary caretaker of the selected child

Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.
Hit or slapped him/her on the face, head or ears.

Interviewer instructions

This asks if the parent/caretaker (or someone else in the household) slapped the child on the head or in the face, or on one or both ears. As before, slapping or hitting refers to an action carried out with a bare hand. (All questions using these terms refer to use of a bare hand, unless another object is explicitly mentioned.) Repeat this question slowly, and be sure to wait for an answer before going on to CD20.

Hit or slapped child on the hand, arm or leg (CD20)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2467
Invalid: 2433

Source of information

Mother or primary caretaker of the selected child

Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.
Hit or slapped him/her on the hand, arm or leg.

Interviewer instructions

This question is different from the previous question (CD19) because it asks whether the child was slapped or hit with a bare hand on the extremities - hand(s), arm(s) or leg(s).

Beat child up as hard as one could (CD21)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2467
Invalid: 2433

Source of information

Mother or primary caretaker of the selected child

Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.
Beat him/her up, that is hit him/her over and over as hard as one could.

Interviewer instructions

Circle the code corresponding to the response given.

Child needs to be physically punished to be brought up properly (CD22)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2467
Invalid: 2433

Source of information

Mother or primary caretaker of the selected child

Literal question

Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?

Interviewer instructions

Child needs to be physically punished to be brought up properly (CD22)
File: hh

This question is designed to capture attitudes toward discipline and should be asked last, after asking about parental/caretaker disciplinary behaviour. The question asks the respondent for her/his own opinion of whether it is necessary to use physical punishment when teaching a child to behave properly. Do not be surprised if a respondent who has indicated that she/he has used physical punishment says that she/he does not believe in such punishment.

If the respondent states that she/he has no opinion on this or that she/he does not know, circle '8'.

Place where household members most often wash their hands (HW1)
File: hh

Overview	
Type: Discrete	Valid cases: 4424
Format: numeric	Invalid: 476
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

Please show me where members of your household most often wash their hands.

Interviewer instructions

You will begin by asking whether you may see the place where household members most often wash their hands. If the respondent agrees and you observe the facility, circle '1'. If there is no specific place in dwelling, plot, or yard, circle '2' and skip to HW4. If there is a place but permission is not granted to see it, circle '3'and skip to HW4. If the place used for handwashing is not observed for any other reason, circle '6' and skip to HW4.

In many cultures and crowded slum areas there may not be a designated place for hand-washing. Rather a movable object is used, like a bucket, basin, container or kettle, for people to wash or rinse their hands. Recording where such movable object is usually used for hand washing is important.

Water available at the place for handwashing (HW2)
File: hh

Overview	
Type: Discrete	Valid cases: 3353
Format: numeric	Invalid: 1547
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Interviewer's visual observation

Interviewer instructions

In HW2, you will observe whether there is water available at the place used for handwashing. If there is a tap or pump at the specific place for handwashing, open the tap or operate the pump to see if water is coming out. If there is a bucket, basin or other type of water container, examine to see whether water is present in the container. If you learn that the water is temporarily not available at the specific place for handwashing, code it as water not available ('2') but take a note of this at the end of the questionnaire.

Bar soap (HW3A)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1314
Invalid: 0

Source of information

Interviewer's visual observation

Interviewer instructions

Record whether there is soap or detergent at the place used for handwashing. Circle all available at the place for handwashing. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing. If there is no soap or detergent at the place used for handwashing, continue with the next question, otherwise skip to HH19. If "None" (Y) is circled, continue with HW4.

Detergent (Powder / Liquid / Paste) (HW3B)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1172
Invalid: 0

Source of information

Interviewer's visual observation

Interviewer instructions

Record whether there is soap or detergent at the place used for handwashing. Circle all available at the place for handwashing. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing. If there is no soap or detergent at the place used for handwashing, continue with the next question, otherwise skip to HH19. If "None" (Y) is circled, continue with HW4.

Liquid soap (HW3C)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1437
Invalid: 0

Source of information

Interviewer's visual observation

Interviewer instructions

Record whether there is soap or detergent at the place used for handwashing. Circle all available at the place for handwashing. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing. If there is no soap or detergent at the place used for handwashing, continue with the next question, otherwise skip to HH19. If "None" (Y) is circled, continue with HW4.

Ash / Mud / Sand (HW3D)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Ash / Mud / Sand (HW3D)
File: hh

Source of information

Interviewer's visual observation

Interviewer instructions

Record whether there is soap or detergent at the place used for handwashing. Circle all available at the place for handwashing. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing. If there is no soap or detergent at the place used for handwashing, continue with the next question, otherwise skip to HH19. If "None" (Y) is circled, continue with HW4.

None (HW3Y)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 197
Invalid: 0

Source of information

Interviewer's visual observation

Interviewer instructions

Record whether there is soap or detergent at the place used for handwashing. Circle all available at the place for handwashing. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing. If there is no soap or detergent at the place used for handwashing, continue with the next question, otherwise skip to HH19. If "None" (Y) is circled, continue with HW4.

Soap/other material available for washing hands (HW4)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1268
Invalid: 3632

Source of information

Head of household or other responsible household member

Literal question

Do you have any bar soap, soap powder or liquid soap in your household for washing hands?

Bar soap (HW5A)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 510
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

Can you please show it to me?

Interviewer instructions

Bar soap (HW5A)
File: hh

Record observation. Circle all that apply.

If there is no specific place for handwashing in the household, or permission is not granted to see the place, you will need to ask questions HW4 and HW5. HW4 asks whether soap or detergent (or other locally used cleansing agent) is available in the household, and if so, HW5 is used to ask the respondent whether it is possible to show the soap or detergent. Record your observation if the respondent shows you the soap, detergent, or other cleansing agent. Circle all that apply. If the respondent is unable to show or does not want to show, circle 'Y'. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

Detergent (Powder / Liquid / Paste) (HW5B)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 521
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

Can you please show it to me?

Interviewer instructions

Record observation. Circle all that apply.

If there is no specific place for handwashing in the household, or permission is not granted to see the place, you will need to ask questions HW4 and HW5. HW4 asks whether soap or detergent (or other locally used cleansing agent) is available in the household, and if so, HW5 is used to ask the respondent whether it is possible to show the soap or detergent. Record your observation if the respondent shows you the soap, detergent, or other cleansing agent. Circle all that apply. If the respondent is unable to show or does not want to show, circle 'Y'. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

Liquid soap (HW5C)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 417
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

Can you please show it to me?

Interviewer instructions

Record observation. Circle all that apply.

If there is no specific place for handwashing in the household, or permission is not granted to see the place, you will need to ask questions HW4 and HW5. HW4 asks whether soap or detergent (or other locally used cleansing agent) is available in the household, and if so, HW5 is used to ask the respondent whether it is possible to show the soap or detergent. Record your observation if the respondent shows you the soap, detergent, or other cleansing agent. Circle all that apply. If the respondent is unable to show or does not want to show, circle 'Y'. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

Ash / Mud / Sand (HW5D)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

Can you please show it to me?

Interviewer instructions

Record observation. Circle all that apply.

If there is no specific place for handwashing in the household, or permission is not granted to see the place, you will need to ask questions HW4 and HW5. HW4 asks whether soap or detergent (or other locally used cleansing agent) is available in the household, and if so, HW5 is used to ask the respondent whether it is possible to show the soap or detergent. Record your observation if the respondent shows you the soap, detergent, or other cleansing agent. Circle all that apply. If the respondent is unable to show or does not want to show, circle 'Y'. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

Not able / Does not want to show (HW5Y)
File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 215
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

Can you please show it to me?

Interviewer instructions

Record observation. Circle all that apply.

If there is no specific place for handwashing in the household, or permission is not granted to see the place, you will need to ask questions HW4 and HW5. HW4 asks whether soap or detergent (or other locally used cleansing agent) is available in the household, and if so, HW5 is used to ask the respondent whether it is possible to show the soap or detergent. Record your observation if the respondent shows you the soap, detergent, or other cleansing agent. Circle all that apply. If the respondent is unable to show or does not want to show, circle 'Y'. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

Sex of household head (HHSEX)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476

Source of information

Head of household or other responsible household member

Wealth index score (wscore)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 5
Range: -10.810990701094-2.22605531308143

Valid cases: 4900
Invalid: 0
Minimum: -10.8
Maximum: 2.2
Mean: -0
Standard deviation: 1

Source of information

Constructed variables used for analysis

Wealth index quintiles (windex5)
File: hh

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-5

Valid cases: 4900
Invalid: 0

Source of information

Constructed variables used for analysis

Ethnicity of household head (ethnicity)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Education of household head (helevel)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4424
Invalid: 476
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Household sample weight (hhweight)
File: hh

Household sample weight (hhweight)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 6
Range: 0-1.76872326186562

Valid cases: 4900
Invalid: 0
Minimum: 0
Maximum: 1.8
Mean: 0.9
Standard deviation: 0.4

Primary sampling unit (PSU)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-197

Valid cases: 4900
Invalid: 0
Minimum: 1
Maximum: 197
Mean: 99.1
Standard deviation: 57

Strata (stratum)
File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 11-71

Valid cases: 4900
Invalid: 0
Minimum: 11
Maximum: 71
Mean: 41.5
Standard deviation: 19.9

Cluster number (HH1)
File: hl

Overview

Type: Continuous	Valid cases: 17538
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 196
Range: 1-196	Mean: 97.1
	Standard deviation: 58.7

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (HH2)
File: hl

Overview

Type: Continuous	Valid cases: 17538
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 26
Range: 1-26	Mean: 13
	Standard deviation: 7.2

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the household number as instructed by your supervisor.

Line number (HL1)
File: hl

Overview

Type: Continuous	Valid cases: 17538
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	Mean: 3.2
	Standard deviation: 2.2

Source of information

Interview information fields completed by interviewer

Interviewer instructions

This is the number used to identify each person listed. You must obtain a complete list of all persons who usually live in the household, but you do not need to fill in or do anything in this column since the numbers are already provided. This is a very important number since, once household members are assigned these line numbers after the Household Listing Form is completed, all members are identified with these line numbers throughout the questionnaires administered in this household.

Probe for additional household members.
Probe especially for any infants or small children not listed, and others who may not be members of the family (such as servants, friends) but who usually live in the household.
Insert names of additional members in the household list and complete form accordingly.

Relationship to the head (HL3)
File: hl

Overview	

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 17538
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

What is the relationship of (name) to the head of the household?

Interviewer instructions

You should begin by saying:
First, please tell me the name of each person who usually lives here, starting with the head of the household.

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4). Then ask:
Are there any others who live here, even if they are not at home now? If yes, complete the listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.

Enter the code corresponding to how the person listed is related to the head of the household. Use the codes at the bottom of the Household Listing Form. Be particularly careful in doing this if the respondent is not the head of the household. Make sure that you record the relationship of each person to the household head, not the relationship to the respondent. For example, if the respondent is the wife of the head of the household and she says that Sola is her brother, then Sola should be coded as '09' ('Brother-in-law / Sister-in-law'), not as '08' ('Brother / Sister'), because Sola is a brother-in-law of the head of the household. Be very careful in obtaining this information correctly, since respondents tend to provide the relationship of the person to themselves, rather than to the head of the household.

If the head of the household is married to a woman who has a child from a previous marriage, that child's relationship to the head of the household should be coded as '13' ('Adopted/foster/stepchild'). If a household member is not related to the head of household, such as a friend who lives with the household, enter '14' ('Not related'). Enter '98' if the respondent doesn't know the relationship of a household member to the head of household.

Sex (HL4)
File: hl

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 17538
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

Is (name) male or female?

Interviewer instructions

Sex (HL4)
File: hl

You should begin by saying:
First, please tell me the name of each person who usually lives here, starting with the head of the household.

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4). Then ask:
Are there any others who live here, even if they are not at home now? If yes, complete the listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.

Circle '1' for 'Male' and '2' for 'Female'. Do not guess the sex of the household member from the name provided to you. When the respondent is listing everyone in the household, he/she may indicate the sex of the person at the same time, by saying "My sister Mary," for instance. In this case, you do not need to ask the sex of the household member again, since it is already obvious that the person is a female. However, when a name is mentioned that can be used for both males and females, never use your judgement. Even in cases when you think that the name would most likely be a male's (or a female's) name, have the respondent confirm the sex. This column should never be left blank.

Once you have a complete list of names, relationship codes and sex, move across this page to ask and record answers to questions about individual persons starting from HL5. Start with the household head on line 01. When you have finished asking all questions HL5 to HL14 for the person on line 01, continue to the person listed on line 02, etc.

Month of birth (HL5M)
File: hl

Overview	
Type: Discrete	Valid cases: 17538
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information
Head of household or other responsible household member
Literal question
What is (name)'s date of birth?
Interviewer instructions

You should begin by saying:
First, please tell me the name of each person who usually lives here, starting with the head of the household.

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4). Then ask:
Are there any others who live here, even if they are not at home now? If yes, complete the listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.

If the respondent knows the date of birth for the member of the household, record the answer in months and year. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', and so on. If the respondent does not know the month of birth, enter the code '98' for 'Don't know month' and ask for the year of birth. Try to obtain at least the year of birth. If year is still unknown, enter '9998'.

Year of birth (HL5Y)
File: hl

Overview	
Type: Discrete	Valid cases: 17538
Format: numeric	Invalid: 0
Width: 4	Minimum: 1910
Decimals: 0	Maximum: 9999
Range: 1910-9999	

Source of information

Year of birth (HL5Y)
File: hl

Head of household or other responsible household member

Literal question

What is (name)'s date of birth?

Interviewer instructions

You should begin by saying:
First, please tell me the name of each person who usually lives here, starting with the head of the household.

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4). Then ask:
Are there any others who live here, even if they are not at home now? If yes, complete the listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.

If the respondent knows the date of birth for the member of the household, record the answer in months and year. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', and so on. If the respondent does not know the month of birth, enter the code '98' for 'Don't know month' and ask for the year of birth. Try to obtain at least the year of birth. If year is still unknown, enter '9998'.

Age (HL6)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 17538
Invalid: 0
Minimum: 0
Maximum: 99

Source of information

Head of household or other responsible household member

Literal question

How old is (name)?

Interviewer instructions

Enter each person's age in completed years, that is, his/her age at his/her last birthday. Completed age is also defined as 'the number of completed years since birth'. With this definition, since a 6-month-old baby has not completed a full year, his/her age will be entered as '00'. Note that you will be obtaining more accurate estimates of children's ages later.

This column should never be left blank.

Even after you have probed and asked all the necessary information from the respondent and you still have difficulty obtaining the ages of elderly members of the household, you may enter the code '98', meaning 'Doesn't know/over age 50'. For household members younger than 50, completed ages must be entered. However, you should still indicate, with a note, what age range the person in question might be, so that your editor or supervisor can have an idea of the eligibility of the person to administer the individual questionnaires.

If the age of the member of the household is 95 or higher enter the code '95' for all such cases.

Line number of woman age 15 - 49 (HL7)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-11

Valid cases: 17538
Invalid: 0

Line number of woman age 15 - 49 (HL7)
File: hl

Source of information

Interview information fields completed by interviewer

Pre question

Eligibility for individual modules: Questions HL7, HL7A and HL9 concern eligibility information.

Interviewer instructions

Circle the line number in this column if the household member is a woman 15-49 years of age (this includes those age 15 and age 49). You will not ask this question to the respondent.

Line number of mother/caretaker for children age 5 - 14 (HL8)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-8

Valid cases: 17538
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

Who is the mother or primary caretaker of this child?

Interviewer instructions

If the household member is a child between 5 and 14 years of age (this includes those age 5 and age 14), record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary.

Line number of mother/caretaker for children under age 5 (HL9)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-10

Valid cases: 17538
Invalid: 0

Source of information

Head of household or other responsible household member

Pre question

Eligibility for individual modules: Questions HL7, HL7A and HL9 concern eligibility information.

Literal question

Who is the mother or primary caretaker of this child?

Interviewer instructions

If the household member is a child under the age of five (this includes those just born and those age 4, but not children who have completed 5 years of age), record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary. Later, you will be interviewing the person you are recording her/his line number here about the child you are collecting information.

Line number of mother/caretaker for children 2-9 (HL9A)
File: hl

Line number of mother/caretaker for children 2-9 (HL9A)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-10

Valid cases: 17538
Invalid: 0

Literal question

Who is the mother or primary caretaker of this child?

Interviewer instructions

For children age 2-9
Record line number of mother/caretaker

Is natural mother alive (HL11)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 7322
Invalid: 10216

Source of information

Head of household or other responsible household member

Literal question

Is (name)'s natural mother alive?

Interviewer instructions

For children age 0-17 years ask HL11-HL14:
For all children under age 18, we want to know whether their own (natural) parents are listed in the Household Listing Form, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL11-HL14 will be left blank.

By 'natural' we mean the biological mother. In many cultures, people consider other people's children whom they are raising as their own, especially children of their husband or sisters, etc. You should be certain that the respondent understands that you are asking about the woman who gave birth to the child.

Record whether or not the child's natural mother is still alive by circling the code corresponding to the response given. If the child's natural mother is not alive or if the respondent does not know, skip to HL13. Otherwise, continue to the question in the next column.

Natural mother's line number in HH (HL12)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 7186
Invalid: 10352

Source of information

Head of household or other responsible household member

Literal question

Does (name's) natural mother live in this household?

Natural mother's line number in HH (HL12)
File: hl

Interviewer instructions

For children age 0-17 years ask HL11-HL14:
For all children under age 18, we want to know whether their own (natural) parents are listed in the Household Listing Form, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL11-HL14 will be left blank.
If the natural mother is still alive, we want to know whether she lives in the household. If the mother does live in the household, ask who she is (she should be listed in the Household Listing Form if she lives in the household) and record her line number in the space provided. If the mother is not a member of the household (not listed in the Household Listing Form), record '00'.

Is natural father alive (HL13)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 7322
Invalid: 10216

Source of information

Head of household or other responsible household member

Literal question

Is (name)'s natural father alive?

Interviewer instructions

For children age 0-17 years ask HL11-HL14:
For all children under age 18, we want to know whether their own (natural) parents are listed in the Household Listing Form, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL11-HL14 will be left blank.

Fill in these questions in exactly the same way as HL11 and HL12. This time, make sure to record the survival status and the line number of the natural (biological) fathers. If the father of the household member is not alive or his survival status is not known by the respondent in HL13, move to the next person on the list.

Natural father's line number in HH (HL14)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 7038
Invalid: 10500

Source of information

Head of household or other responsible household member

Literal question

Does (name)'s natural father live in this household?

Interviewer instructions

Natural father's line number in HH (HL14)
File: hl

For children age 0-17 years ask HL11-HL14:
For all children under age 18, we want to know whether their own (natural) parents are listed in the Household Listing Form, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL11-HL14 will be left blank.

Fill in these questions in exactly the same way as HL11 and HL12. This time, make sure to record the survival status and the line number of the natural (biological) fathers. If the father of the household member is not alive or his survival status is not known by the respondent in HL13, move to the next person on the list.

Line number (ED1)
File: hl

Overview

Type: Continuous	Valid cases: 17538
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	Mean: 3.2
	Standard deviation: 2.2

Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

This is the number assigned to each person on the Household Listing Form. You do not need to fill in or do anything in this column since the numbers are already provided.

Ever attended school or pre-school (ED3)
File: hl

Overview

Type: Discrete	Valid cases: 15556
Format: numeric	Invalid: 1982
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

Has (name) ever attended school or preschool?

Interviewer instructions

Ever attended school or pre-school (ED3)
File: hl

For household members age 5 and above, ask ED1-ED8:

Circle '1' if the answer is 'Yes' and continue with question ED4A. If the answer is 'No', circle '2' and go to the household member on the next line.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

Schools that carry out non-standard curriculum (non-formal education) are not included here. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum - such as many Catholic schools - it would be coded as a standard (formal) school.

'Preschool' is listed for children who do not attend grade 1, but do attend some form of organized learning or early childhood education programme, whether or not such a programme is considered part of the school system. The definition of organized early learning programme does not refer to programmes offering only babysitting or child-minding.

Highest level of education attended (ED4A)
File: hl

Overview	
Type: Discrete	Valid cases: 14673
Format: numeric	Invalid: 2865
Width: 1	
Decimals: 0	
Range: 0-9	

Source of information

Head of household or other responsible household member

Literal question

What is the highest level of school (name) attended?

Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

If the person has been to school, record the highest level of schooling attended by circling the code for the response. You may need to probe for the type of school attended. Circle '8' if the respondent 'Doesn't know'. If the highest level of school the child has attended is preschool (Level=0), skip to ED5.

Highest grade completed at that level (ED4B)
File: hl

Overview	
Type: Discrete	Valid cases: 14539
Format: numeric	Invalid: 2999
Width: 2	
Decimals: 0	
Range: 0-99	

Source of information

Head of household or other responsible household member

Literal question

What is the highest standard/form/year (name) completed at this level?

Interviewer instructions

Highest grade completed at that level (ED4B)
File: hl

For household members age 5 and above, ask ED1-ED8:

Enter the highest grade completed or '98' for 'DK' ('Doesn't know'). If less than one grade, enter '00'. For instance, if a person has attended primary school but did not complete the first grade, then the level for this person will be circled as '1' in ED4A, and the grade will be entered as '00' in ED4B.

Similarly, for a child who is attending grade 5 in primary school at the time of the interview, the level will be coded as '1' and the grade as '04', since this person has not yet completed grade 5.

Note that if the level of schooling is given as preschool in ED4A, the grade should be left blank.

For someone not at school anymore, the highest level attended is the one he/she went to before leaving the education system, even if it was for a few weeks. For someone still at school, the highest level is the one he/she is currently attending (or was attending if we are conducting the interview during a long school break period).

Attended school during current school year (2009-2010) (ED5)
File: hl

Overview	
Type: Discrete	Valid cases: 7428
Format: numeric	Invalid: 10110
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

During the (2010–2011), school year, did (name) attend school or preschool at any time?

Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Circle the code corresponding to the answer given. If 'Yes', continue to the next question. If 'No', skip to ED7.

If the interview is carried out during the school year, then the question should be worded to refer to the current school year. If the interview is carried out between school years, then the question should refer to the last school year that has ended.

Take the example of a country where the school year ends in June and the new school year begins in September: If the interview is carried out in July 2012 (between school years), then the question should refer to the 2011-2012 school year; if the interview is carried out in October 2012 (during the new school year), then the question should refer to the 2012-2013 school year.

Level of education attended current school year (ED6A)
File: hl

Overview	
Type: Discrete	Valid cases: 5183
Format: numeric	Invalid: 12355
Width: 1	
Decimals: 0	
Range: 0-9	

Source of information

Head of household or other responsible household member

Literal question

During this school year, which level and standard /form/year is (name) attending? Level:

Level of education attended current school year (ED6A)
File: hl

Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Circle the code for the level of school, and enter the household member's current grade. If it applies, circle '8' for 'DK' ('Doesn't know'). Enter the highest grade number completed using '01', '02', etc. If a child is in preschool or kindergarten, and grades are not used, leave grade blank, and skip to ED7.

If the interview is conducted during the time between two school years, the question should refer to the school year that has ended, and you should use 'that' and 'was' in the question. If the interview is conducted during the school year, the question should refer to the current school year. Note that these questions should capture children who may have been attending at the beginning of the school year, but have dropped out since then. If necessary, past tense could be used to make sure that you obtain information on the level and grade of children who may have dropped out from school during the course of the school year.

Grade of education attended current school year (ED6B)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 5072
Invalid: 12466

Source of information

Head of household or other responsible household member

Literal question

During this school year, which level and standard /form/year is (name) attending? Standard/Form/Year:

Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Circle the code for the level of school, and enter the household member's current grade. If it applies, circle '8' for 'DK' ('Doesn't know'). Enter the highest grade number completed using '01', '02', etc. If a child is in preschool or kindergarten, and grades are not used, leave grade blank, and skip to ED7.

If the interview is conducted during the time between two school years, the question should refer to the school year that has ended, and you should use 'that' and 'was' in the question. If the interview is conducted during the school year, the question should refer to the current school year. Note that these questions should capture children who may have been attending at the beginning of the school year, but have dropped out since then. If necessary, past tense could be used to make sure that you obtain information on the level and grade of children who may have dropped out from school during the course of the school year.

Attended school previous school year (2008-2009) (ED7)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 7428
Invalid: 10110

Source of information

Head of household or other responsible household member

Literal question

During the previous school year, that is 2009-2010, did (name) attend school or preschool at any time?

Attended school previous school year (2008-2009) (ED7)
File: hl

Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

If the child attended school at any time during the last school year, circle '1'. If the answer is 'No' or 'DK', circle the appropriate code and go to the household member on the next line.

Level of education attended previous school year (ED8A)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-9

Valid cases: 5173
Invalid: 12365

Source of information

Head of household or other responsible household member

Literal question

During that previous school year, which level and standard /form/year did (name) attend? Level:

Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Circle the code for the level of school attended and fill in the child's grade or circle '8' if the respondent doesn't know the level and/or '98' if the respondent doesn't know the grade. If the child was in preschool or kindergarten, and grades are not used, leave grade blank, and skip to the next person.

Grade of education attended previous school year (ED8B)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 4841
Invalid: 12697

Source of information

Head of household or other responsible household member

Literal question

During that previous school year, which level and standard /form/year did (name) attend? Standard/Form/Year:

Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Circle the code for the level of school attended and fill in the child's grade or circle '8' if the respondent doesn't know the level and/or '98' if the respondent doesn't know the grade. If the child was in preschool or kindergarten, and grades are not used, leave grade blank, and skip to the next person.

Line number (CL1)
File: hl

Overview

Line number (CL1)
File: hl

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-25

Valid cases: 17537
Invalid: 1
Minimum: 1
Maximum: 25
Mean: 3.2
Standard deviation: 2.2

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Worked in past week for someone who is not a HH member (CL3)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4194
Invalid: 13344

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, did (name) do any kind of work for someone who is not a member of this household?
If yes: for pay in cash or kind?

Hours worked in past week for someone who is not a HH member (CL4)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 200
Invalid: 17338
Minimum: 0
Maximum: 99

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

Since last (day of the week), about how many hours did he/she do this work for someone who is not a member of this household?

Interviewer instructions

If more than one job, include all hours at all jobs.

Worked in past week to fetch water or collect firewood for household use (CL5)
File: hl

Worked in past week to fetch water or collect firewood for household use (CL5)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4194
Invalid: 13344

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, did (name) fetch water or collect firewood for household use?

Hours to fetch water or collect firewood (CL6)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 482
Invalid: 17056

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

Since last (day of the week), about how many hours did he/she fetch water or collect firewood for household use?

Other paid or unpaid family work in past week (CL7)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4194
Invalid: 13344

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, did (name) do any paid or unpaid work for a household member on a family farm or in a family business or selling goods in the street?

Interviewer instructions

Include work for a business run by the child, alone or with one or more partners.

Hours worked on other family work (CL8)
File: hl

Hours worked on other family work (CL8)
File: hl

Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 0-99

Valid cases: 178

Invalid: 17360

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

Since last (day of the week), about how many hours did he/she do this work for his/her family or himself/herself?

Helped with household chores in past week (CL9)
File: hl

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 4194

Invalid: 13344

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, did (name) help with household chores such as shopping, cleaning, washing clothes, cooking; or caring for children, old or sick people?

Hours spent on chores in past week (CL10)
File: hl

Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 0-99

Valid cases: 2659 (2570.9)

Invalid: 14879 (14716.9)

Minimum: 0

Maximum: 99

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

Since last (day of the week), about how many hours did he/she spend doing these chores?

When in the day were chores done in the past week - morning (CL11A)
File: hl

Overview

When in the day were chores done in the past week - morning (CL11A)
File: hl

Type: Discrete
Format: character
Width: 1

Valid cases: 2215
Invalid: 0

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, when did (name) carry out these household chores?

Interviewer instructions

Circle all that apply

When in the day were chores done in the past week - afternoon (CL11B)
File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 940
Invalid: 0

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, when did (name) carry out these household chores?

Interviewer instructions

Circle all that apply

When in the day were chores done in the past week - evening (CL11E)
File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1342
Invalid: 0

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, when did (name) carry out these household chores?

Interviewer instructions

Circle all that apply

When in the day were chores done in the past week - night (CL11D)
File: hl

Overview	
Type: Discrete	Valid cases: 142
Format: character	Invalid: 0
Width: 1	

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, when did (name) carry out these household chores?

Interviewer instructions

Circle all that apply

Which household chores were done in the past week - cooking/serving food (CL12A)
File: hl

Overview	
Type: Discrete	Valid cases: 299
Format: character	Invalid: 0
Width: 1	

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, which household chores was (name) mainly carrying out?

Which household chores were done in the past week - shopping for HH (CL12B)
File: hl

Overview	
Type: Discrete	Valid cases: 1189
Format: character	Invalid: 0
Width: 1	

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, which household chores was (name) mainly carrying out?

Which household chores were done in the past week - cleaning utensils/house (CL12C)
File: hl

Overview

Which household chores were done in the past week - cleaning utensils/house (CL12C)
File: hl

Type: Discrete
Format: character
Width: 1

Valid cases: 1847
Invalid: 0

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, which household chores was (name) mainly carrying out?

Which household chores were done in the past week - washing clothes (CL12D)
File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 522
Invalid: 0

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, which household chores was (name) mainly carrying out?

Which household chores were done in the past week - minor household repairs (CL12E)
File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 120
Invalid: 0

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, which household chores was (name) mainly carrying out?

Which household chores were done in the past week - caring for children (CL12F)
File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 192
Invalid: 0

Pre question

Which household chores were done in the past week - caring for children (CL12F)
File: hl

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, which household chores was (name) mainly carrying out?

Which household chores were done in the past week - caring for elderly or sick (CL12G)
File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 12
Invalid: 0

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, which household chores was (name) mainly carrying out?

Which household chores were done in the past week - other (CL12H)
File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1053
Invalid: 0

Pre question

To be administered for children in the household age 5-14 years. For household members below age5 or above age 14, leave rows blank.

Literal question

During the past week, which household chores was (name) mainly carrying out?

Day of interview (HH5D)
File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-31

Valid cases: 17538
Invalid: 0
Minimum: 1
Maximum: 31
Mean: 15.5
Standard deviation: 9

Source of information

Interview information fields completed by interviewer

Literal question

Day of interview (HH5D)
File: hl

Day/month/year of interview:

Interviewer instructions

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

Month of interview (HH5M)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 6-8

Valid cases: 17538
Invalid: 0

Source of information

Interview information fields completed by interviewer

Literal question

Day/month/year of interview:

Interviewer instructions

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

Year of interview (HH5Y)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2011-2011

Valid cases: 17538
Invalid: 0

Source of information

Interview information fields completed by interviewer

Literal question

Day/month/year of interview:

Interviewer instructions

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

Area (HH6)
File: hl

Overview

Area (HH6)
File: hl

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 17538
Invalid: 0

Pre question

Type of settlement:

Interviewer instructions

Circle the code for area of residence as instructed/provided by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area.

Region (HH7)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 17538
Invalid: 0

Interviewer instructions

Circle the code for region as instructed/provided by your supervisor.

After the HH1-HH7 has been filled out, begin by saying the following to the respondent:

We are from (country-specific affiliation). We are working on a project concerned with family health and education. I would like to talk to you about these subjects. The interview will take about (number) minutes. All the information we obtain will remain strictly confidential and your answers will never be shared with anyone other than our project team. May I start now?

You may change the wording of these introductory sentences as appropriate. However, you must make sure to include the following when you are introducing yourself: the name of the implementing agency; the topic of the survey; approximate duration of the interview; the issue of confidentiality; and with whom you would like to speak. If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and leave the household to go the next household. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the household for a second time. This will depend on your description of the refusal. However, remember that a household's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

Mother's line number (MLINE)
File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-10

Valid cases: 7321
Invalid: 10217

Source of information

Interview information fields completed by interviewer

Father's line number (FLINE)
File: hl

Father's line number (FLINE)
File: hl

Overview	
Type: Discrete	Valid cases: 7321
Format: numeric	Invalid: 10217
Width: 1	
Decimals: 0	
Range: 0-8	
Source of information	

Interview information fields completed by interviewer

Ethnicity of household head (ethnicity)
File: hl

Overview	
Type: Discrete	Valid cases: 17538
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	
Source of information	

Head of household or other responsible household member

Mother's education (melevel)
File: hl

Overview	
Type: Discrete	Valid cases: 7321
Format: numeric	Invalid: 10217
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	
Source of information	

Head of household or other responsible household member

Father's education (felevel)
File: hl

Overview	
Type: Discrete	Valid cases: 7321
Format: numeric	Invalid: 10217
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	
Source of information	

Head of household or other responsible household member

Education of household head (helevel)
File: hl

Education of household head (helevel)
File: hl

Overview	
Type: Discrete	Valid cases: 17538
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

Head of household or other responsible household member

Wealth index score (wscore)
File: hl

Overview	
Type: Continuous	Valid cases: 17538
Format: numeric	Invalid: 0
Width: 9	Minimum: -10.8
Decimals: 5	Maximum: 2.2
Range: -10.810990701094-2.22605531308143	Mean: -0
	Standard deviation: 1

Source of information

Constructed variables used for analysis

Wealth index quintiles (windex5)
File: hl

Overview	
Type: Discrete	Valid cases: 17538
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

Source of information

Constructed variables used for analysis

Age at beginning of school year (schage)
File: hl

Overview	
Type: Discrete	Valid cases: 17538
Format: numeric	Invalid: 0
Width: 6	Minimum: 0
Decimals: 2	Maximum: 100
Range: 0-100	

Household sample weight (hhweight)
File: hl

Overview

Household sample weight (hhweight)
File: hl

Type: Continuous
Format: numeric
Width: 8
Decimals: 6
Range: 0.452104164588898-1.76872326186562

Valid cases: 17538
Invalid: 0
Minimum: 0.5
Maximum: 1.8
Mean: 1
Standard deviation: 0.3

Primary sampling unit (PSU)
File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-197

Valid cases: 17538
Invalid: 0
Minimum: 1
Maximum: 197
Mean: 97.6
Standard deviation: 59.1

Strata (stratum)
File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 11-71

Valid cases: 17538
Invalid: 0
Minimum: 11
Maximum: 71
Mean: 40.8
Standard deviation: 20.2

Cluster number (HH1)
File: wm

Overview	
Type: Continuous	Valid cases: 4485
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 196
Range: 1-196	Mean: 94.9
	Standard deviation: 57.1

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (HH2)
File: wm

Overview	
Type: Continuous	Valid cases: 4485
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 26
Range: 1-26	Mean: 13
	Standard deviation: 7.1

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the household number as instructed by your supervisor.

Line number (LN)
File: wm

Overview	
Type: Discrete	Valid cases: 4485
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-11	

Source of information

Interview information fields completed by interviewer

Cluster number (WM1)
File: wm

Overview	
Type: Continuous	Valid cases: 4485
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 196
Range: 1-196	Mean: 94.9
	Standard deviation: 57.1

Source of information

Cluster number (WM1)
File: wm

Interview information fields completed by interviewer

Interviewer instructions

WM1-WM6 should be filled in before you start the interview.
Enter the cluster number from the Household Questionnaire, question HH1.

Household number (WM2)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-26

Valid cases: 4485
Invalid: 0
Minimum: 1
Maximum: 26
Mean: 13
Standard deviation: 7.1

Source of information

Interview information fields completed by interviewer

Interviewer instructions

WM1-WM6 should be filled in before you start the interview.
Enter the household number from the Household Questionnaire, question HH2.

Woman's line number (WM4)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-11

Valid cases: 4485
Invalid: 0

Source of information

Interview information fields completed by interviewer

Interviewer instructions

WM1-WM6 should be filled in before you start the interview.
Enter the woman's line number from the Household Questionnaire, column HL1 of the Household Listing.

Interviewer number (WM5)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 3-90

Valid cases: 4485
Invalid: 0
Minimum: 3
Maximum: 90
Mean: 43.8
Standard deviation: 20.6

Source of information

Interview information fields completed by interviewer

Pre question

Interviewer's name and number:

Interviewer number (WM5)
File: wm

Interviewer instructions

WM1-WM6 should be filled in before you start the interview.
Enter your own name and identifying number. You will be provided with these identification numbers at the time of training.

Day of interview (WM6D)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-31

Valid cases: 4485
Invalid: 0
Minimum: 1
Maximum: 31
Mean: 15.6
Standard deviation: 8.9

Source of information

Interview information fields completed by interviewer

Interviewer instructions

WM1-WM6 should be filled in before you start the interview.
Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household to interview the woman again, revise and enter the final date of interview. In other words, the date here should be the date when you have either completed the woman's questionnaire, or when the interview has not been conducted but it has been decided that there will be no more attempts to interview the eligible woman.

Month of interview (WM6M)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 6-8

Valid cases: 4485
Invalid: 0

Source of information

Interview information fields completed by interviewer

Interviewer instructions

WM1-WM6 should be filled in before you start the interview.
Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household to interview the woman again, revise and enter the final date of interview. In other words, the date here should be the date when you have either completed the woman's questionnaire, or when the interview has not been conducted but it has been decided that there will be no more attempts to interview the eligible woman.

Year of interview (WM6Y)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2011-2011

Valid cases: 4485
Invalid: 0

Source of information

Year of interview (WM6Y)
File: wm

Interview information fields completed by interviewer

Interviewer instructions

WM1-WM6 should be filled in before you start the interview.
Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household to interview the woman again, revise and enter the final date of interview. In other words, the date here should be the date when you have either completed the woman's questionnaire, or when the interview has not been conducted but it has been decided that there will be no more attempts to interview the eligible woman.

Result of woman's interview (WM7)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 4485
Invalid: 0

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Complete this question once you have concluded the interview with the woman. Circle the code corresponding to the result of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the woman after repeated visits, circle '02' for 'Not at home'. If the woman refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the questionnaire, circle '04' for 'Partly completed'. If the woman is incapacitated (mentally or physically incapacitated), circle '05'. If you have not been able to complete this interview for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

Field editor (WM8)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-90

Valid cases: 4485
Invalid: 0

Source of information

Interview information fields completed by interviewer

Pre question

Field edited by:

Interviewer instructions

Leave this space blank. The field editor will later enter his/her name and number in the space provided when checking the completed questionnaires.

Data entry clerk (WM9)
File: wm

Overview

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Data entry clerk (WM9)
File: wm

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-12

Valid cases: 4485
Invalid: 0

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Leave this space blank. The data clerk will enter his/her name and number in the space provided.

Start of interview - Hour (WM10H)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 4485
Invalid: 0

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you start the interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

Start of interview - Minutes (WM10M)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 4230
Invalid: 255
Minimum: 0
Maximum: 59

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you start the interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

AM/PM (WM10AP)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 4229
Invalid: 0

End of interview - Hour (WM11H)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 4096
Invalid: 389

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you finish the woman's interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the individual interview, revise and enter starting (WM10) and ending times (WM11) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the individual questionnaire regarding this.

End of interview - Minutes (WM11M)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 4096
Invalid: 389
Minimum: 0
Maximum: 59

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you finish the woman's interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the individual interview, revise and enter starting (WM10) and ending times (WM11) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the individual questionnaire regarding this.

AM/PM (WM11AP)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 4096
Invalid: 0

Month of birth of woman (WB1M)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 4096
Invalid: 389

Source of information

Month of birth of woman (WB1M)
File: wm

The eligible woman selected for interview

Literal question

In what month and year were you born?

Interviewer instructions

If the respondent knows her date of birth, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', etc. If the month or day contains only one digit, use a leading zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know her month of birth, circle '98' for 'DK month' and ask her for the year of her birth. If she knows the year, write it in the spaces for 'Year'. Try under all circumstances to obtain at least the year of birth. If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card, horoscope, or a birth or baptismal certificate that might give her date of birth. If such documentation is available, ask the woman if the information on the document(s) is correct. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for 'DK year'.

Year of birth of woman (WB1Y)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 1961-9999

Valid cases: 4096
Invalid: 389
Minimum: 1961
Maximum: 9998

Source of information

The eligible woman selected for interview

Literal question

In what month and year were you born?

Interviewer instructions

If the respondent knows her date of birth, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', etc. If the month or day contains only one digit, use a leading zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know her month of birth, circle '98' for 'DK month' and ask her for the year of her birth. If she knows the year, write it in the spaces for 'Year'. Try under all circumstances to obtain at least the year of birth. If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card, horoscope, or a birth or baptismal certificate that might give her date of birth. If such documentation is available, ask the woman if the information on the document(s) is correct. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for 'DK year'.

Age of woman (WB2)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 15-49

Valid cases: 4096
Invalid: 389
Minimum: 15
Maximum: 49
Mean: 29.3
Standard deviation: 9.8

Source of information

The eligible woman selected for interview

Literal question

How old are you?

Interviewer instructions

Age of woman (WB2)
File: wm

Enter her age in completed years, that is, her age at her last birthday. If she knows her age, write it in the space provided.

Probe: "How old were you at your last birthday?"
Compare and correct WB1 and/or WB2 if inconsistent.

If she does not know the answer to either of these two questions, probe for clues that might indicate her age. Ask how old she was when she was first married or first gave birth. Try to find out how long ago she got married or had her first child. (You may be able to find out the age of her oldest child if the child is still living. You may be able to relate her age to someone else in the household whose age is known. You may be able to determine her age based on how old she was when an important event occurred, and the number of years that have elapsed since.) You MUST fill in this information. Do not leave this blank. Compare and correct WB1 and WB2 if inconsistent.

Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the woman is younger than 15 or older than 49, you have to terminate the interview. Do this tactfully by asking two or three more questions and then thank the respondent for her cooperation; write 'INELIGIBLE' on the cover page of the questionnaire, and correct the age and eligibility information for this woman on the cover page and in Columns HL6 and HL7 of the Household Questionnaire.

Ever attended school (WB3)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Literal question

Have you ever attended school or preschool?

Interviewer instructions

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

Circle the code corresponding to the response given. If 'No', skip to WB7. Otherwise, continue on to the next question.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

Schools that carry out non-standard curriculum (non-formal education) are not included here. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum - such as many Catholic schools - it would be coded as a standard (formal) school.

Highest level of school attended (WB4)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-9

Valid cases: 3941
Invalid: 544

Highest level of school attended (WB4)
File: wm

Source of information

The eligible woman selected for interview

Literal question

What is the highest level of school you attended?

Interviewer instructions

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

Circle the code corresponding to the highest level ever attended, regardless of whether or not the year was completed. For example, if she attended Form/Year 1 of secondary school for only 2 weeks, record 'Secondary'.

Highest grade completed at that level (WB5)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 3940
Invalid: 545

Source of information

The eligible woman selected for interview

Literal question

What is the highest standard/form/year you completed at that level?

Interviewer instructions

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

For this question, record the number of years that the respondent successfully completed at that level recorded in WB4. For example, if a woman was attending grade 3 of secondary school and left school before completing that year, record '02'. Although grade 3 was the highest year she attended, she completed 2 years of secondary school. If less than 1 year, record '00' for completed years. For example, if she attended only 2 weeks of grade 1 of secondary school, record '00' for completed years.

Can read part of the sentence (WB7)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1926
Invalid: 2559

Source of information

The eligible woman selected for interview

Literal question

Now I would like you to read this sentence to me.
Can you read part of the sentence to me?

Interviewer instructions

Can read part of the sentence (WB7)
File: wm

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

To ascertain whether women are literate or not, you will be showing women you interview cards with pre-printed sentences on them, and asking women to read them. Note that this question will be asked only to women who have not attended school, or did not attend school beyond the primary level. We assume that women who have attended secondary school or higher are literate. However, it is also known that some women who have attended or even completed primary school may be functionally illiterate. Therefore, we need to ask this question to such women.

Based on your knowledge of the respondent, choose the card with the language in which the respondent is likely to be able to read if she is literate. Show the first sentence on the card to the respondent. Give the respondent enough time to read the sentence; do not rush her. If the respondent cannot read the whole sentence, probe: "Can you read part of the sentence to me?"

Record whether the respondent was not able to read the sentence at all, was able to read only parts of the sentence, or was able to read the whole sentence. If the respondent asks for the sentences in another language and you were provided a card with sentences in that language, show the respondent the appropriate card. If there is no card with sentences in the language required, circle '4', and specify the language. If the respondent is blind or visually impaired, circle '5'.

It is important to avoid the problem of having other respondents in the household overhear the sentence being read. Subsequent respondents in the household might be able to repeat the sentence when they are interviewed, even if they are unable to read. If there is a second eligible woman in the household, show her the second sentence on the card. Show the third respondent the third sentence on the card, and the fourth respondent the fourth sentence. If there are more than five respondents, start again with the first sentence on the card.

Ever given birth (CM1)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Literal question

Now I would like to ask about all the live births you have had during your life.
Have you ever given birth?

Interviewer instructions

The first question of the module is used to determine if the rest of the module and several subsequent modules should be administered to this woman. If the answer is 'Yes', circle '1', and continue with the next question. If the woman says she has never given birth, circle '2' and skip to CM8.

Day of first birth (CM2D)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 2735
Invalid: 1750
Minimum: 1
Maximum: 99

Source of information

Day of first birth (CM2D)
File: wm

The eligible woman selected for interview

Literal question

What was the date of your first birth?
I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

Interviewer instructions

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

Month of first birth (CM2M)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 2735
Invalid: 1750

Source of information

The eligible woman selected for interview

Literal question

What was the date of your first birth?
I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

Interviewer instructions

Month of first birth (CM2M)
File: wm

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

Year of first birth (CM2Y)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 1976-9999

Valid cases: 2735
Invalid: 1750
Minimum: 1976
Maximum: 9999

Source of information

The eligible woman selected for interview

Literal question

What was the date of your first birth?
I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

Interviewer instructions

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

Years since first birth (CM3)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 10-99

Valid cases: 68
Invalid: 4417

Source of information

The eligible woman selected for interview

Literal question

How many years ago did you have your first birth?

Interviewer instructions

This question is asked only to women who are not able to give the year of their first birth in CM2.

It may be easier to obtain this information, especially if the first child is still alive. In this case, the answer is the first child's current age in completed years. Record the response in the space provided.

Any sons or daughters living with you (CM4)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 2735
Invalid: 1750

Source of information

The eligible woman selected for interview

Literal question

Do you have any sons or daughters to whom you have given birth who are now living with you?

Interviewer instructions

Read the question slowly. The sons and daughters being considered are those who live with her in her household (these children should have been listed in the Household Listing). Circle the code corresponding to the response. If she answers 'No', skip to CM6.

Sons living with you (CM5A)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-7

Valid cases: 2590
Invalid: 1895

Source of information

The eligible woman selected for interview

Literal question

How many sons live with you?

Interviewer instructions

Sons living with you (CM5A)
File: wm

If the answer to CM4 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons), record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, at least one of the spaces should have a value higher than 00.

Remember, we are interested only in the respondent's OWN children - not foster children, children of her husband by another woman, children of another relative, or children for whom she is the caretaker.

Daughters living with you (CM5B)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-7

Valid cases: 2590
Invalid: 1895

Source of information

The eligible woman selected for interview

Literal question

How many daughters live with you?

Interviewer instructions

If the answer to CM4 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons), record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, at least one of the spaces should have a value higher than 00.

Remember, we are interested only in the respondent's OWN children - not foster children, children of her husband by another woman, children of another relative, or children for whom she is the caretaker.

Any sons or daughters not living with you (CM6)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 2735
Invalid: 1750

Source of information

The eligible woman selected for interview

Literal question

Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?

Interviewer instructions

This refers to sons and daughters who are alive but not living with the woman. For example, one or more of her children may be living with a relative, staying in a boarding school, been given up for adoption, or may be grown-up children who have left home.

Make sure the respondent is not reporting dead children in this question. Circle the code corresponding to the response. If she answers 'No', skip to CM8.

Sons living elsewhere (CM7A)
File: wm

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-6

Valid cases: 738
Invalid: 3747

Source of information

The eligible woman selected for interview

Literal question

How many sons are alive but do not live with you?

Interviewer instructions

If the answer to CM6 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she does not have any sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' in the space provided for daughters.
Since this question is asked only to women who have children alive who are not living with them, at least one of the spaces should have a value higher than 00. For women who have been asked this question, the spaces should not be left blank.

Daughters living elsewhere (CM7B)
File: wm

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-9

Valid cases: 738
Invalid: 3747

Source of information

The eligible woman selected for interview

Literal question

How many daughters are alive but do not live with you?

Interviewer instructions

If the answer to CM6 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she does not have any sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' in the space provided for daughters.
Since this question is asked only to women who have children alive who are not living with them, at least one of the spaces should have a value higher than 00. For women who have been asked this question, the spaces should not be left blank.

Ever had child who later died (CM8)
File: wm

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Literal question

Have you ever given birth to a boy or girl who was born alive but later died?

Ever had child who later died (CM8)
File: wm

Interviewer instructions

This question is extremely important.

Circle the code corresponding to the response. Some respondents may fail to mention children who died very young, so if she answers 'No', it is important to probe by asking "I mean, to a child who ever breathed, cried or showed signs of life - even if he or she lived only a few minutes or hours?" If the answer is still 'No', skip to CM10.

Some respondents may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. Be sympathetic and tactful in such situations. Say that you know the subject is painful, but the information is important.

Boys dead (CM9A)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-6

Valid cases: 282
Invalid: 4203

Source of information

The eligible woman selected for interview

Literal question

How many boys have died?

Interviewer instructions

If the answer to CM8 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, at least one of the spaces should have a value higher than 00.

Girls dead (CM9B)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-3

Valid cases: 282
Invalid: 4203

Source of information

The eligible woman selected for interview

Literal question

How many girls have died?

Interviewer instructions

If the answer to CM8 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, at least one of the spaces should have a value higher than 00.

Children ever born (CM10)
File: wm

Overview

Children ever born (CM10)
File: wm

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-17

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Interviewer instructions

Add the numbers of births reported in CM5, CM7 and CM9 and write the sum here, then continue with CM11.

Day of last birth (CM12D)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 2737
Invalid: 1748
Minimum: 1
Maximum: 99

Source of information

The eligible woman selected for interview

Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?

Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

Month of last birth (CM12M)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 2737
Invalid: 1748

Source of information

The eligible woman selected for interview

Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?

Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

Year of last birth (CM12Y)
File: wm

Overview	

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 1977-9999

Valid cases: 2737
Invalid: 1748
Minimum: 1977
Maximum: 9999

Source of information

The eligible woman selected for interview

Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?

Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

Last birth in last two years (CM13)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 2737
Invalid: 0

Source of information

The eligible woman selected for interview

Interviewer instructions

If the respondent's last birth occurred in the last 2 years, check the relevant box and enter the name of the child on the line provided. Then continue with DESIRE FOR LAST BIRTH, MATERNAL AND NEWBORN HEALTH, and then POST-NATAL HEALTH CHECKS Modules. If the respondent's last birth did not occur in the last 2 years, check the relevant box and go to the ILLNESS SYMPTOMS Module.

Wanted last child then (DB1)
File: wm

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 702
Invalid: 3783

Source of information

The eligible woman selected for interview

Literal question

When you got pregnant with (name), did you want to get pregnant at that time?

Interviewer instructions

Wanted last child then (DB1)
File: wm

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

Circle the code corresponding to the response given. If the response is 'Yes' (wanted to get pregnant), circle '1' and go to next module.

Wanted child later or did not want more children (DB2)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 254
Invalid: 4231

Source of information

The eligible woman selected for interview

Literal question

Did you want to have a baby later on, or is it that you did not want any (more) children?

Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

Circle the code corresponding to the response given. If the respondent says she wanted no more, circle '2' and go to next module.

Desired waiting time (units) (DB3U)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 156
Invalid: 4329

Source of information

The eligible woman selected for interview

Literal question

How much longer did you want to wait?

Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

If the response is given in months, circle '1' and record the number of months. If the response is given in years, circle '2' and record the number of years.

Desired waiting time (number) (DB3N)
File: wm

Desired waiting time (number) (DB3N)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 156
Invalid: 4329

Source of information

The eligible woman selected for interview

Literal question

How much longer did you want to wait?

Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

If the response is given in months, circle '1' and record the number of months. If the response is given in years, circle '2' and record the number of years.

Received antenatal care (MN1)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 702
Invalid: 3783

Source of information

The eligible woman selected for interview

Literal question

Did you see anyone for prenatal care during your pregnancy with (name)?

Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Doctor (MN2A)
File: wm

Overview

Antenatal care: Doctor (MN2A)
File: wm

Type: Discrete
Format: character
Width: 1

Valid cases: 269
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Whom did you see?

Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Nurse / Midwife (MN2B)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 554
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Whom did you see?

Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Auxiliary midwife (MN2C)
File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 6

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Whom did you see?

Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Traditional birth attendant (MN2F)
File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 5

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Whom did you see?

Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Community health worker (MN2G)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 23
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Whom did you see?

Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Other (MN2X)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 2
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Whom did you see?

Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Times received antenatal care (MN3)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 687
Invalid: 3798

Source of information

The eligible woman selected for interview

Literal question

How many times did you receive prenatal care during this pregnancy?

Interviewer instructions

Ask the respondent how many times she saw someone for antenatal care during her last pregnancy (i.e., she was pregnant with her last child). This refers to care related to her pregnancy and would not include seeing a doctor or nurse for other reasons.

Blood pressure (MN4A)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 687
Invalid: 3798

Source of information

The eligible woman selected for interview

Literal question

As part of your prenatal care during this pregnancy, were any of the following done at least once:
Was your blood pressure measured?

Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

Blood pressure is measured with a medical instrument. A rubber cuff is wrapped around a person's upper arm and is inflated. While slowly releasing air from the cuff, the person measuring the blood pressure listens to the pulsing of the blood vessels with a stethoscope to determine the pressure.

Urine sample (MN4B)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 687
Invalid: 3798

Source of information

The eligible woman selected for interview

Literal question

Urine sample (MN4B)
File: wm

As part of your prenatal care during this pregnancy, were any of the following done at least once:
Did you give a urine sample?

Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

Blood sample (MN4C)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 687
Invalid: 3798

Source of information

The eligible woman selected for interview

Literal question

As part of your prenatal care during this pregnancy, were any of the following done at least once:
Did you give a blood sample?

Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

A blood sample may be taken from the woman's fingertip or from a vein (usually from a vein near the elbow or on the wrist). The blood sample is used to test for various diseases, such as anaemia, parasite infestations or infectious diseases.

Has own immunization card (MN5)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 702
Invalid: 3783

Source of information

The eligible woman selected for interview

Literal question

Do you have a prenatal clinic card or other document with your own immunizations listed?
May I see it please?

Interviewer instructions

Has own immunization card (MN5)
File: wm

First, ask whether she has a vaccination card or other documentary evidence of vaccination. Ask to see this evidence and record that you have seen it by circling '1'. If a card is presented, use it to assist with answers to the following 2 questions. If the woman says she has a card but does not/cannot show it to you, circle '2'.

If the card is not available ('2' or '3' circled in MN5), you must try to find out how long ago the last Tetanus toxoid (TT) dose was received in MN6, and the total number of TT doses the mother has received in her lifetime in MN7. Use the probing questions, and record her answers in the spaces provided.

Women who do not have immunization cards may have difficulty identifying whether injections they received were tetanus toxoid injections.

Any tetanus toxoid injection during last pregnancy (MN6)
File: wm

Overview	
Type: Discrete	Valid cases: 702
Format: numeric	Invalid: 3783
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

When you were pregnant with (name), did you receive any injection in the arm or shoulder to prevent the baby from getting tetanus toxoid, that is convulsions after birth?

Interviewer instructions

Tetanus is an infection of the wound and women may be infected with tetanus after delivery. It can be prevented through a vaccination during pregnancy. The vaccine is known as tetanus toxoid.

Ask if she received any tetanus toxoid injection during her last pregnancy. Circle '1' for a 'Yes' response. If the answer is 'No' or 'DK', circle the code corresponding to the response and skip to MN9.

Doses of tetanus toxoid during last pregnancy (MN7)
File: wm

Overview	
Type: Discrete	Valid cases: 523
Format: numeric	Invalid: 3962
Width: 1	
Decimals: 0	
Range: 0-9	

Source of information

The eligible woman selected for interview

Literal question

How many times did you receive this tetanus injection during your pregnancy with (name)?

Interviewer instructions

Enter the number of doses she reports in the space provided and continue to MN8. If the number of doses is 7 or more times, record '7'. If she does not know, circle '8' and skip to MN9.

Any tetanus toxoid injection before last pregnancy (MN9)
File: wm

Any tetanus toxoid injection before last pregnancy (MN9)
File: wm

Overview	
Type: Discrete	

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 456

Invalid: 4029

Source of information

The eligible woman selected for interview

Literal question

Did you receive any tetanus injection at any time before your pregnancy with (name), either to protect yourself or another baby?

Interviewer instructions

Circle the code corresponding to her response. If she reports never having received any tetanus injection prior to her last pregnancy, or does not know, circle the code corresponding to the answer given and skip to MN12. If 'Yes', continue with MN10.

Doses of tetanus toxoid before last pregnancy (MN10)
File: wm

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-9

Valid cases: 242

Invalid: 4243

Source of information

The eligible woman selected for interview

Literal question

How many times did you receive a tetanus injection before your pregnancy with (name)?

Interviewer instructions

Ask about doses of tetanus injections received during or before the next-to-last pregnancy or between pregnancies (at any time before the last pregnancy). Enter her response in the space provided, as in MN7. If the number of doses is 7 or more times, record '7'.

Years ago last tetanus toxoid received (MN11)
File: wm

Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 0-99

Valid cases: 208

Invalid: 4277

Source of information

The eligible woman selected for interview

Literal question

How many years ago did you receive the last tetanus injection before your pregnancy with (name)?

Interviewer instructions

Ask her to estimate how long ago she received the last dose of tetanus injections (the dose before her last pregnancy), and enter her response in years. If less than 1 year, record 00.

Took medicine in order to prevent malaria (MN13)
File: wm

Overview	

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 0
Invalid: 4485

Medicines taken to prevent malaria: SP / Fansidar (MN14A)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Medicines taken to prevent malaria: Chloroquine (MN14B)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Medicines taken to prevent malaria: Other (MN14X)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Medicines taken to prevent malaria: DK (MN14Z)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Times took SP / Fansidar (MN16)
File: wm

Overview	

Times took SP / Fansidar (MN16)
File: wm

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 98-99

Valid cases: 0

Invalid: 4485

Assistance at delivery: Doctor (MN17A)
File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 319

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of (name)?

Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

Assistance at delivery: Nurse / Midwife (MN17B)
File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 506

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of (name)?

Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

Assistance at delivery: Auxiliary midwife (MN17C)
File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 16

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of (name)?

Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

Assistance at delivery: Traditional birth attendant (MN17F)
File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 13

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of (name)?

Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

Assistance at delivery: Community health worker (MN17G)
File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

Source of information

The eligible woman selected for interview

Assistance at delivery: Community health worker (MN17G)
File: wm

Literal question

Who assisted with the delivery of (name)?

Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

Assistance at delivery: Relative / Friend (MN17H)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 26
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of (name)?

Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

Assistance at delivery: Other (MN17X)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 12
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of (name)?

Interviewer instructions

Assistance at delivery: Other (MN17X)
File: wm

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

Assistance at delivery: No one (MN17Y)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 3
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of (name)?

Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

Place of delivery (MN18)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-99

Valid cases: 702
Invalid: 3783

Source of information

The eligible woman selected for interview

Literal question

Where did you give birth to (name)?

Interviewer instructions

Place of delivery (MN18)
File: wm

The intent of this question is to identify births delivered in a health facility. If the woman gave birth in a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle '36'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that she delivered in another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Delivery by caesarean section (MN19)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 651
Invalid: 3834

Source of information

The eligible woman selected for interview

Literal question

Was (name) delivered by caesarean section? (That is, did they cut your belly open to take the baby out?)

Interviewer instructions

A caesarean section is a delivery of a baby through an incision in the woman's abdomen and womb, rather than through the birth canal. Such a delivery is necessary for some women due to pregnancy complications. Find out whether the baby was delivered by an operation and not through the birth canal.

Size of child at birth (MN20)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 702
Invalid: 3783

Source of information

The eligible woman selected for interview

Literal question

When (name) was born, was he/she very large, larger than average, average, smaller than average or very small?

Interviewer instructions

Size of child at birth (MN20)
File: wm

Low-birthweight babies are at higher risk of serious illness or death than other babies. Mothers are asked to give the baby's birthweight, but since some babies are not weighed at birth, a mother's subjective assessment of the baby's size at birth is important. When the information from women who answer these questions is analysed, we can obtain an indication of what women mean by these subjective categories. This information can provide an estimate of the average birthweight.
Read the entire question exactly as written before accepting an answer. This is the woman's own opinion about the size of her baby. Even if she knows the child's birthweight, tell her that you want to know her own idea of whether the baby was very large, larger than average, average, smaller than average or very small. If the respondent is unable to tell you, do not try to guess the answer based on the birthweight information or the appearance of the baby; circle '8' for 'DK'. In cases when the woman knows the birthweight of the baby and tells you the exact weight, do not use your judgement to influence her response in MN20. In other words, even if the woman tells you that her baby was smaller than average while the birthweight she is stating is quite large in your opinion, do not probe further to 'correct' the woman's perception of the size of the baby.

Child weighed at birth (MN21)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 702
Invalid: 3783

Source of information

The eligible woman selected for interview

Literal question

Was (name) weighed at birth?

Interviewer instructions

Circle the code corresponding to the response given. If the baby was not weighed at birth or the mother doesn't know, skip to MN23.

Weight from card or recall (MN22A)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 680
Invalid: 3805

Source of information

The eligible woman selected for interview

Literal question

How much did (name) weigh?

Interviewer instructions

Ask the woman to show you her (or the child's) health card, if available. Record the birthweight in kilograms. If the weight is 'From card' or is recorded on another written document (such as a vaccination card, antenatal card or birth certificate), circle '1' and record the weight in the corresponding space. If the birthweight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as '3.500'. Always record the birthweight from the card when possible.

If there is no card, and the mother cannot remember the exact weight, record her best estimate. Only circle '99998' for 'DK' if she absolutely cannot remember even the approximate weight.

Weight at birth (Kilograms) (MN22)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 2
Range: 1.31-99.99

Valid cases: 680
Invalid: 3805
Minimum: 1.3
Maximum: 100

Source of information

The eligible woman selected for interview

Literal question

How much did (name) weigh?

Interviewer instructions

Ask the woman to show you her (or the child's) health card, if available. Record the birthweight in kilograms. If the weight is 'From card' or is recorded on another written document (such as a vaccination card, antenatal card or birth certificate), circle '1' and record the weight in the corresponding space. If the birthweight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as '3.500'. Always record the birthweight from the card when possible.

If there is no card, and the mother cannot remember the exact weight, record her best estimate. Only circle '99998' for 'DK' if she absolutely cannot remember even the approximate weight.

Menstrual period returned since the birth of child (MN23)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 702
Invalid: 3783

Source of information

The eligible woman selected for interview

Literal question

Has your menstrual period returned since the birth of (name)?

Interviewer instructions

After a woman has given birth, there is a length of time when she will not have her monthly menstrual periods. This question asks about whether her period has resumed following the last birth. Circle the code corresponding to the response given.

Ever breastfeed (MN24)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 702
Invalid: 3783

Source of information

The eligible woman selected for interview

Literal question

Did you ever breastfeed (name)?

Ever breastfeed (MN24)

File: wm

Interviewer instructions

Breastfeeding is important for a child's health and it prevents pregnancy during the period when the mother is breastfeeding. For this question, it does not matter how long the respondent breastfed the child, only whether or not she ever gave the child the breast, even if the baby died very young.

Circle the code corresponding to the response given. If the response is 'No' (she never breastfed the child), go to next module.

Time baby put to breast (unit) (MN25U)

File: wm

Overview

Type: Discrete	Valid cases: 652
Format: numeric	Invalid: 3833
Width: 1	
Decimals: 0	
Range: 0-9	

Source of information

The eligible woman selected for interview

Literal question

How long after birth did you first put (name) to the breast?

Interviewer instructions

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days.

If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours.

If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast.

If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days.

If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

Time baby put to breast (number) (MN25N)

File: wm

Overview

Type: Discrete	Valid cases: 652
Format: numeric	Invalid: 3833
Width: 2	
Decimals: 0	
Range: 0-99	

Source of information

The eligible woman selected for interview

Literal question

How long after birth did you first put (name) to the breast?

Interviewer instructions

Time baby put to breast (number) (MN25N)
File: wm

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days.

If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours.

If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast.

If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days.

If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

Within first 3 days after delivery, child given anything to drink other than breast milk (MN26)
File: wm

Overview	
Type: Discrete	Valid cases: 652
Format: numeric	Invalid: 3833
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

In the first three days after delivery, was (name) given anything to drink other than breast milk?

Interviewer instructions

If the child was given anything to drink other than breast milk, then circle code '1' for 'Yes' and otherwise '2' for 'No' and go to next module.

Child given to drink - Milk (other than breast milk) (MN27A)
File: wm

Overview	
Type: Discrete	Valid cases: 32
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

What was (name) given to drink?

Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink.If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

Child given to drink - Plain water (MN27B)
File: wm

Child given to drink - Plain water (MN27B)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 25
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What was (name) given to drink?

Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink.If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

Child given to drink - Sugar or glucose water (MN27C)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 8
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What was (name) given to drink?

Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink.If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

Child given to drink - Gripe water (MN27D)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 13
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What was (name) given to drink?

Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink.If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

Child given to drink - Sugar - salt - water solution (MN27E)
File: wm

Child given to drink - Sugar - salt - water solution (MN27E)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What was (name) given to drink?

Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink.If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

Child given to drink - Fruit juice (MN27F)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What was (name) given to drink?

Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink.If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

Child given to drink - Infant formula (MN27G)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 81
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What was (name) given to drink?

Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink.If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

Child given to drink - Tea / Infusions (MN27H)
File: wm

Child given to drink - Tea / Infusions (MN27H)
File: wm

Overview	
Type: Discrete	**Valid cases: 5**
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

What was (name) given to drink?

Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink.If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

Child given to drink - Honey (MN27I)
File: wm

Overview	
Type: Discrete	**Valid cases: 2**
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

What was (name) given to drink?

Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink.If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

Child given to drink - Other (MN27X)
File: wm

Overview	
Type: Discrete	**Valid cases: 10**
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

What was (name) given to drink?

Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink.If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

Duration of staying in the health facility (unit) (PN2U)
File: wm

Duration of staying in the health facility (unit) (PN2U)
File: wm

Overview	
Type: Discrete	Valid cases: 651
Format: numeric	Invalid: 3834
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

Now I would like to ask you some questions about what happened in the hours and days after the birth of (name).
You have said that you gave birth in (name or type of facility in mn18). how long did you stay there after the delivery?

Interviewer instructions

If less than one day, record hours.
If less than one week, record days.
Otherwise, record weeks.

Duration of staying in the health facility (number) (PN2N)
File: wm

Overview	
Type: Discrete	Valid cases: 651
Format: numeric	Invalid: 3834
Width: 2	
Decimals: 0	
Range: 0-99	

Literal question

Now I would like to ask you some questions about what happened in the hours and days after the birth of (name).
You have said that you gave birth in (name or type of facility in mn18). how long did you stay there after the delivery?

Interviewer instructions

If less than one day, record hours.
If less than one week, record days.
Otherwise, record weeks.

Baby's health checked before leaving health facility (PN3)
File: wm

Overview	
Type: Discrete	Valid cases: 651
Format: numeric	Invalid: 3834
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

I would like to talk to you about checks on (name)'s health after delivery – for example, someone examining (name), checking the cord, or seeing if (name) is ok.
Before you left the (name or type of facility in mn18), did anyone check on (name)'s health?

Mother's health checked before leaving health facility (PN4)
File: wm

Overview	

Mother's health checked before leaving health facility (PN4)
File: wm

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 651
Invalid: 3834

Literal question

And what about checks on your health – I mean, someone assessing your health, for example asking questions about your health or examining you.
Did anyone check on your health before you left (name or type or facility in MN18)?

Baby's health checked after leaving health facility (PN5)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 651
Invalid: 3834

Literal question

Now I would like to talk to you about what happened after you gave birth at (name or type of facility in MN18).
Did anyone check on (name)'s health after you left (name or type of facility in MN18)?

Baby checked after the delivery was over (PN7)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 40
Invalid: 4445

Literal question

You have already said that (person or persons in MN17) assisted with the birth. Now I would like to talk to you about checks on (name)'s health after delivery, for example examining (name), checking the cord, or seeing if (name) is ok.
After the delivery was over and before (person or persons in MN17) left you, did (person or persons in MN17) check on (name)'s health?

Mother checked after the delivery was over (PN8)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 40
Invalid: 4445

Literal question

And did (person or persons in MN17) check on your health before leaving?
By check on your health, I mean assessing your health, for example asking questions about your health or examining you.

Additional baby check after the delivery (PN9)
File: wm

Overview	
Type: Discrete	Valid cases: 40
Format: numeric	Invalid: 4445
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

After the (person or persons in mn17) left you, did anyone check on the health of (name)?

Baby checked after the delivery (PN10)
File: wm

Overview	
Type: Discrete	Valid cases: 11
Format: numeric	Invalid: 4474
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

I would like to talk to you about checks on (name)'s health after delivery – for example, someone examining (name), checking the cord, or seeing if the baby is ok.
After (name) was delivered, did anyone check on his/her health?

Number of times baby was checked (PN11)
File: wm

Overview	
Type: Discrete	Valid cases: 408
Format: numeric	Invalid: 4077
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

Did such a check happen only once, or more than once?

How long after delivery did the first check of baby happen (unit) (PN12U)
File: wm

Overview	
Type: Discrete	Valid cases: 408
Format: numeric	Invalid: 4077
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

How long after delivery did the first of these checks happen?

Interviewer instructions

How long after delivery did the first check of baby happen (unit) (PN12U)
File: wm

If less than one day, record hours.
If less than one week, record days.
Otherwise, record weeks.

How long after delivery did the first check of baby happen (number) (PN12N)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 408
Invalid: 4077

Literal question

How long after delivery did the first of these checks happen?

Interviewer instructions

If less than one day, record hours.
If less than one week, record days.
Otherwise, record weeks.

Person checking on baby's health: Doctor (PN13A)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 207
Invalid: 0

Literal question

Who checked on (name)'s health at that time?

Person checking on baby's health: Nurse / Midwife (PN13B)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 212
Invalid: 0

Literal question

Who checked on (name)'s health at that time?

Person checking on baby's health: Auxiliary midwife (PN13C)
File: wm

Overview

Person checking on baby's health: Auxiliary midwife (PN13C)
File: wm

Type: Discrete
Format: character
Width: 1

Valid cases: 5
Invalid: 0

Literal question

Who checked on (name)'s health at that time?

Person checking on baby's health: Traditional birth attendant (PN13F)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 6
Invalid: 0

Literal question

Who checked on (name)'s health at that time?

Person checking on baby's health: Community health worker (PN13G)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 9
Invalid: 0

Literal question

Who checked on (name)'s health at that time?

Person checking on baby's health: Relative / Friend (PN13H)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 3
Invalid: 0

Literal question

Who checked on (name)'s health at that time?

Person checking on baby's health: Other (PN13X)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 11
Invalid: 0

Literal question

Person checking on baby's health: Other (PN13X)
File: wm

Who checked on (name)'s health at that time?

Place where baby's health was checked (PN14)
File: wm

Overview	
Type: Discrete	Valid cases: 408
Format: numeric	Invalid: 4077
Width: 2	
Decimals: 0	
Range: 11-99	

Literal question

Where did this check take place?

Interviewer instructions

Probe to identify the type of source.
Write the name of the place below.
(name of place)

Mother's health checked after leaving health facility (PN16)
File: wm

Overview	
Type: Discrete	Valid cases: 651
Format: numeric	Invalid: 3834
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

After you left (name or type of facility in MN18), did anyone check on your health?

Mother's health checked after the delivery was over (PN18)
File: wm

Overview	
Type: Discrete	Valid cases: 35
Format: numeric	Invalid: 4450
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

After the delivery was over and (person or persons in MN17) left, did anyone check on your health?

Mother's health checked after the birth of the baby (PN19)
File: wm

Overview	

Mother's health checked after the birth of the baby (PN19)
File: wm

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 16
Invalid: 4469

Literal question

After the birth of (name), did anyone check on your health?
I mean someone assessing your health, for example asking questions about your health or examining you.

Number of times mother's health was checked after the birth (PN20)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 254
Invalid: 4231

Literal question

Did such a check happen only once, or more than once?

How long after delivery did the first check of mother happen (unit) (PN21U)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 254
Invalid: 4231

How long after delivery did the first check of mother happen (number) (PN21N)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 254
Invalid: 4231

Person checking on mother's health: Doctor (PN22A)
File: wm

Person checking on mother's health: Doctor (PN22A)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 130
Invalid: 0

Person checking on mother's health: Nurse / Midwife (PN22B)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 134
Invalid: 0

Person checking on mother's health: Auxiliary midwife (PN22C)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 3
Invalid: 0

Person checking on mother's health: Traditional birth attendant (PN22F)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 6
Invalid: 0

Person checking on mother's health: Community health worker (PN22G)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7
Invalid: 0

Person checking on mother's health: Relative / Friend (PN22H)
File: wm

Overview

Person checking on mother's health: Relative / Friend (PN22H)
File: wm

Type: Discrete
Format: character
Width: 1

Valid cases: 6
Invalid: 0

Person checking on mother's health: Other (PN22X)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Place where mother's health was checked (PN23)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-99

Valid cases: 254
Invalid: 4231

Symptoms: Child not able to drink or breastfeed (IS2A)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 61
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Child becomes sicker (IS2B)
File: wm

Overview

Symptoms: Child becomes sicker (IS2B)
File: wm

Type: Discrete

Format: character

Width: 1

Valid cases: 221

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Child develops a fever (IS2C)
File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1024

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Child has fast breathing (IS2D)
File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 189

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Symptoms: Child has fast breathing (IS2D)
File: wm

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Child has difficult breathing (IS2E)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 291
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Child has blood in stools (IS2F)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 93
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

Symptoms: Child has blood in stools (IS2F)
File: wm

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Child is drinking poorly (IS2G)
File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 59

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Child has diarrhea (IS2H)
File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 663

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

Symptoms: Child has diarrhea (IS2H)
File: wm

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Child has vomiting (IS2I)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 668
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Other (IS2X)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 320
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

Symptoms: Other (IS2X)
File: wm

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Other (IS2Y)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 53
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Other (IS2Z)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 41
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

Symptoms: Other (IS2Z)
File: wm

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Currently pregnant (CP1)
File: wm

Overview	
Type: Discrete	Valid cases: 4096
Format: numeric	Invalid: 389
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

I would like to talk with you about another subject— family planning.
Are you pregnant now?

Interviewer instructions

This question is important because later questions in this module will not need to be asked of pregnant women. A woman who is pregnant does not need to use contraception!

Circle the code corresponding to the response given. If she is pregnant, circle '1' and go to the next module. If the woman is unsure or does not know for certain if she is pregnant, circle '8' for 'Unsure or DK'.

Currently using a method to avoid pregnancy (CP2)
File: wm

Overview	
Type: Discrete	Valid cases: 3858
Format: numeric	Invalid: 627
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Some peopleuse various ways or methods to delay or avoid a pregnancy.
Are you currently doing something or using any method to delay or avoid getting pregnant?

Interviewer instructions

Circle the code corresponding to the response given. If the answer is 'No', go to the next module.

Current method: Female sterilization (CP3A)
File: wm

Current method: Female sterilization (CP3A)
File: wm

Overview	
Type: Discrete	Valid cases: 570
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Female sterilization (tie-off)

Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Male sterilization (CP3B)
File: wm

Overview	
Type: Discrete	Valid cases: 2
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Male sterilization (vasectomy)

Interviewer instructions

Current method: Male sterilization (CP3B)
File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: IUD (CP3C)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 39
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
IUD/Coil

Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Injectables (CP3D)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 303
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Injections

Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Implants (CP3E)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 3
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Implants

Interviewer instructions

Current method: Implants (CP3E)
File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Pill (CP3F)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 372
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Pill

Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Male condom (CP3G)
File: wm

Overview	
Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 245
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Male Condom

Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Female condom (CP3H)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 18
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Female Condom

Interviewer instructions

Current method: Female condom (CP3H)
File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Diaphragm (CP3I)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Diaphragm

Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Foam / Jelly (CP3J)
File: wm

Overview	
Type: Discrete	**Valid cases: 0**
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Foam, Jelly

Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Lactational amenorrhoea method (CP3K)
File: wm

Overview	
Type: Discrete	**Valid cases: 8**
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Lactational Amenorrhoea Method (LAM)

Interviewer instructions

Current method: Lactational amenorrhoea method (CP3K)
File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Periodic abstinence / Rhythm (CP3L)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 70
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Periodic abstinence/Rhythm/Calendar

Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Withdrawal (CP3M)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 30
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Withdrawal

Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Current method: Other (CP3X)
File: wm

Overview	

Type: Discrete
Format: character
Width: 1

Valid cases: 12
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Which method are you using?
Other (specify)

Interviewer instructions

Current method: Other (CP3X)
File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

Wanted to get pregnant at the time (UN2)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 238
Invalid: 4247

Source of information

The eligible woman selected for interview

Literal question

Now I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?

Interviewer instructions

Circle the code corresponding to the answer given. Skip to UN4 if 'Yes'. Otherwise, continue to the next question.

Wanted baby later or did not want more children (UN3)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 98
Invalid: 4387

Source of information

The eligible woman selected for interview

Literal question

Did you want to have a baby later on or is it that you did not want any (more) children?

Interviewer instructions

Circle the code corresponding to the answer given.

Would like to have another child (currently pregnant) (UN4)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 238
Invalid: 4247

Source of information

The eligible woman selected for interview

Literal question

Now I would like to ask some questions about the future. After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children?

Interviewer instructions

Note that we want to make sure that pregnant women do not think that we are asking them if they want the child they are pregnant with now. Circle the code corresponding to the response given. If the woman wants to have another child, you should circle '1' and continue with UN7. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN13. If she is undecided or does not know, circle '8' and skip to UN13.

Would like to have another child (not currently pregnant) (UN6)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3288
Invalid: 1197

Source of information

The eligible woman selected for interview

Literal question

Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?

Interviewer instructions

Circle the code corresponding to the response given. If the woman wants to have a/another child, you should circle '1'. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN9. If she says she cannot get pregnant, circle '3' and skip to UN11. If she is undecided or does not know, circle '8' and skip to UN9.

Desired waiting time (unit) (UN7U)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1488
Invalid: 2997

Source of information

The eligible woman selected for interview

Literal question

How long would you like to wait before the birth of (a/another) child?

Interviewer instructions

Desired waiting time (unit) (UN7U)
File: wm

Here, you will also need to choose the appropriate phrasing for the question, based on what you already know about the respondent. This question should be asked of all women (pregnant or not pregnant) who say that they want to have another child.

Note that the answer can be given in months or years. Circle '1' if the response is in months or '2' if in years, and record the answer in the appropriate spaces. If she says she does not want to wait and would like to have a baby right away, record 993 for 'Soon/Now'. If the woman says she cannot get pregnant, circle '994'. If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'. If she gives a different answer, circle '996' for 'Other'. If she says she does not know, circle '998'. For women who say that they cannot get pregnant, you should skip to UN11.

Desired waiting time (number) (UN7N)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1488
Invalid: 2997
Minimum: 0
Maximum: 98

Source of information

The eligible woman selected for interview

Literal question

How long would you like to wait before the birth of (a/another) child?

Interviewer instructions

Here, you will also need to choose the appropriate phrasing for the question, based on what you already know about the respondent. This question should be asked of all women (pregnant or not pregnant) who say that they want to have another child.

Note that the answer can be given in months or years. Circle '1' if the response is in months or '2' if in years, and record the answer in the appropriate spaces. If she says she does not want to wait and would like to have a baby right away, record 993 for 'Soon/Now'. If the woman says she cannot get pregnant, circle '994'. If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'. If she gives a different answer, circle '996' for 'Other'. If she says she does not know, circle '998'. For women who say that they cannot get pregnant, you should skip to UN11.

Able to get pregnant (UN10)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2145
Invalid: 2340

Source of information

The eligible woman selected for interview

Literal question

Do you think you are physically able to get pregnant at this time?

Interviewer instructions

Able to get pregnant (UN10)
File: wm

A woman who believes that she is incapable of becoming pregnant cannot be considered to have 'unmet need' for contraception. This question aims to learn whether the woman thinks she can conceive a child. Circle the code corresponding to the response given.

Make sure that the woman does not relate her current physical ability to get pregnant with her current marital status. It is important to emphasize to the woman, if necessary, that we are interested in her current physical ability - she may be physically able to get pregnant, but may think that this is not possible because she currently does not have a partner. In such cases, the woman should obviously be coded as 'Yes'.

Reason: Infrequent sex / No sex (UN11A)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 240
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Menopausal (UN11B)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 49
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Never menstruated (UN11C)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 13
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Reason: Never menstruated (UN11C)
File: wm

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Hysterectomy (UN11D)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 67
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Trying to get pregnant for 2 years without result (UN11E)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 40
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Postpartum amenorrheic (UN11F)
File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 6
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

Reason: Postpartum amenorrheic (UN11F)
File: wm

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Breastfeeding (UN11G)
File: wm

Overview	
Type: Discrete	Valid cases: 21
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Too old (UN11H)
File: wm

Overview	
Type: Discrete	Valid cases: 49
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Fatalistic (UN11I)
File: wm

Overview	
Type: Discrete	Valid cases: 23
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Other (UN11X)
File: wm

Overview	
Type: Discrete	**Valid cases: 75**
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Don't know (UN11Z)
File: wm

Overview	
Type: Discrete	**Valid cases: 32**
Format: character	Invalid: 0
Width: 1	

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Start of last menstrual period (unit) (UN13U)
File: wm

Overview	
Type: Discrete	**Valid cases: 4083**
Format: numeric	Invalid: 402
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

When did your last menstrual period start?

Interviewer instructions

Start of last menstrual period (unit) (UN13U)
File: wm

The answers to this question will help to determine whether any of the respondents are actually
menopausal or infecund because they have not had their periods in a long time. Record the respondent's answer in the
units that she uses. Note that the answer can be given in months or years. Circle '1' if the response is in days, '2' if in
weeks, '3' if in months, 4' if in years and record the answer in the appropriate spaces.

In some cases, the respondent may give you the date that her last menstrual period began. If that happens, write the date
on the questionnaire, calculate the length of time since that date, and record it in the appropriate units. Note that it is not
necessary to obtain a date.

If she says she is in menopause or has had hysterectomy, record 994. A woman who is too old to menstruate or become
pregnant is described as being in menopause. A hysterectomy is an operation to remove the uterus. If the woman tells you
she had her last menstrual period before her last birth, record '995'. If she says she has never menstruated, circle '996'.

Start of last menstrual period (number) (UN13N)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 4083
Invalid: 402

Source of information

The eligible woman selected for interview

Literal question

When did your last menstrual period start?

Interviewer instructions

The answers to this question will help to determine whether any of the respondents are actually
menopausal or infecund because they have not had their periods in a long time. Record the respondent's answer in the
units that she uses. Note that the answer can be given in months or years. Circle '1' if the response is in days, '2' if in
weeks, '3' if in months, 4' if in years and record the answer in the appropriate spaces.

In some cases, the respondent may give you the date that her last menstrual period began. If that happens, write the date
on the questionnaire, calculate the length of time since that date, and record it in the appropriate units. Note that it is not
necessary to obtain a date.

If she says she is in menopause or has had hysterectomy, record 994. A woman who is too old to menstruate or become
pregnant is described as being in menopause. A hysterectomy is an operation to remove the uterus. If the woman tells you
she had her last menstrual period before her last birth, record '995'. If she says she has never menstruated, circle '996'.

If she goes out with out telling husband: wife beating justified (DV1A)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Literal question

If she goes out with out telling husband: wife beating justified (DV1A)
File: wm

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she goes out without telling him?

Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

If she neglects the children: wife beating justified (DV1B)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she neglects the chidlren?

Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

If she argues with husband: wife beating justified (DV1C)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she quarrels with him?

Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

If she refuses sex with husband: wife beating justified (DV1D)
File: wm

If she refuses sex with husband: wife beating justified (DV1D)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she refuses to have sex with him?

Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

If she burns the food: wife beating justified (DV1E)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she burns the food?

Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

If she has sex with another man: wife beating justified (DV1F)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4096
Invalid: 389

Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she has sex with another man?

Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

if she wasts money: wife beating justified (DV1G)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4096
Invalid: 389

Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she wastes the money?

Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

Currently married or living with a man (MA1)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Literal question

Are you currently married or living with a man as if married?

Interviewer instructions

The options here are currently married, living with a man, or not in union (the woman is neither married nor living with a man). Circle the code corresponding to the respondent's status at the time of the interview. If the woman is currently neither married or in a union, skip to MA5.

Age of husband/partner (MA2)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 15-99

Valid cases: 2394
Invalid: 2091
Minimum: 15
Maximum: 99

Source of information

The eligible woman selected for interview

Literal question

How old is your current husband/partner?

Interviewer instructions

Probe: How old was your husband/partner on his last birthday? If she knows the age of her current partner on his last birthday, enter his age in the space provided. If she does not know his age, circle '98'.

Husband/partner has other wives (MA3)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2394
Invalid: 2091

Source of information

The eligible woman selected for interview

Literal question

Besides yourself, does your husband/partner have any other wives or partners or does he live with other women as if married?

Interviewer instructions

In this question, we are interested in the wives and/or live-in partners that the respondent's husband/partner has. Circle the code corresponding to the answer given. If 'No', skip to MA7.

Number of other wives (MA4)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 79
Invalid: 4406

Source of information

The eligible woman selected for interview

Literal question

How many other wives or partners does he have?

Interviewer instructions

Similar to the previous question, we are interested here in the number of wives and/or live-in partners the respondent's husband has. Enter the number of other wives in the space provided. Use leading zeros if necessary. For all answers, skip to MA7.

Ever married or lived with a man (MA5)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1702
Invalid: 2783

Source of information

The eligible woman selected for interview

Literal question

Have you ever been married or lived together with a man as if married?

Interviewer instructions

Ever married or lived with a man (MA5)
File: wm

For women who are not currently married or living with a man, ask whether they have ever been married or lived with a man. Remember that 'married' refers to both formal and informal unions.

Circle the code corresponding to the response given. Notice that there are two different response categories for a 'Yes' response: 'Yes, formerly married' and 'Yes, formerly lived with a man'. Be sure to make the distinction between the two categories. If the respondent just answers 'Yes', probe by asking, "Were you formerly married or did you live with a man?" If she was formerly married and also reports living with a man, circle the code for 'Yes, formerly married'.

If she was never married and never lived with a man circle '3' for 'No' and go to the next module. Otherwise, continue on to MA6.

Marital status (MA6)
File: wm

Overview	
Type: Discrete	Valid cases: 483
Format: numeric	Invalid: 4002
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

What is your marital status now: are you widowed, divorced or separated?

Interviewer instructions

Circle the code corresponding to the response given. For a woman who is not currently married and not currently living with someone but who was formerly in a union, record her current marital status at the time of the interview. Since she was in a union at one time, but is not on the day you are interviewing her, she will be either widowed, divorced or separated.

You should use 'widowed' (a) for women who were married and their husband died, and (b) for women who were in an informal union and their partner died. 'Divorced' should be used for women who were formally married and whose marriage formally ended. 'Separated' should be used (a) for women who were married, but are no longer continuing the marriage with their husband, and (b) for women who were in an informal union and are no longer continuing the union with their partner.

Married or lived with a man once or more than once (MA7)
File: wm

Overview	
Type: Discrete	Valid cases: 2877
Format: numeric	Invalid: 1608
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Have you been married or lived with a man only once or more than once?

Interviewer instructions

Married or lived with a man once or more than once (MA7)
File: wm

As with MA1, we are interested in formal marriages as well as informal arrangements. If a woman was married or lived with a man and then was widowed, divorced, or separated from her husband or partner and is now either married to or living with someone else, record 'More than once'. If a woman is not currently married or in an informal union but was previously married or living with someone else two or more times, record 'More than once' by circling '2'. If she has married or lived with someone else only once, circle '1.'

Note that the question refers to periods of marriage or informal unions, and not to numbers of husbands or partners. If a woman was married to a man and divorced him, and then married the same person again, she should be considered as having married 'More than once'. The same applies to informal unions with the same person.

Month of first union (MA8M)
File: wm

Overview	
Type: Discrete	Valid cases: 2877
Format: numeric	Invalid: 1608
Width: 2	
Decimals: 0	
Range: 1-99	

Source of information

The eligible woman selected for interview

Literal question

In what month and year did you first marry or start living with a man as if married?

Interviewer instructions

If the respondent knows the date that she first married or started living with a man as if married, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers, as instructed earlier. For example, January is '01,' February is '02,' March is '03,' etc.

If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided and go to next module. If she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK year'.

Year of first union (MA8Y)
File: wm

Overview	
Type: Continuous	Valid cases: 2877
Format: numeric	Invalid: 1608
Width: 4	Minimum: 1975
Decimals: 0	Maximum: 9999
Range: 1975-9999	

Source of information

The eligible woman selected for interview

Literal question

In what month and year did you first marry or start living with a man as if married?

Interviewer instructions

Year of first union (MA8Y)
File: wm

If the respondent knows the date that she first married or started living with a man as if married, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers, as instructed earlier. For example, January is '01,' February is '02,' March is '03,' etc.

If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided and go to next module. If she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK year'.

Age at first union (MA9)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 10-99

Valid cases: 719
Invalid: 3766
Minimum: 10
Maximum: 99

Source of information

The eligible woman selected for interview

Literal question

How old were you when you started living with your first husband/partner?

Interviewer instructions

As with other age questions, if she does not know, probe. For instance, ask how old she was when her first child was born and then ask how long before or after giving birth she began living with her first husband or partner. Do not leave this question blank.

Age at first sexual intercourse (SB1)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 4096
Invalid: 389
Minimum: 0
Maximum: 98

Source of information

The eligible woman selected for interview

Literal question

Now, I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues.
The information you supply will remain strictly confidential.
How old were you when you had sexual intercourse for the very first time?

Interviewer instructions

Age at first sexual intercourse (SB1)
File: wm

It is very important that you read the first sentence, and to emphasize to the respondent that her responses will remain strictly confidential. If necessary, explain to her once again that the information she shares with you will only be used for statistical purposes; that her name will never be revealed; and her responses will not be shared with others in the community or elsewhere.

The age we are asking about is the age of the respondent the very first time she had sexual intercourse. It does not matter whether the woman continued to have a relationship with this person. We are not asking about the first time with her current partner, but rather, the first experience of sexual intercourse in her entire life.

If the response is 'Never had intercourse', circle '00' and skip to the next module. Otherwise, enter the age in years on the line provided. If she was less than 10 years old, use a zero to fill in the first space.

If the respondent tells you that her first time was when she started living with her first husband, record her response by circling '95'. You will have collected this information in the Marriage/Union module. If the respondent says that her first time was with her first husband, but it was before they began living together, probe for the respondent's age at the time.

If the respondent says she does not know how old she was when she first had intercourse, probe by relating it to how old she was when she first married or had her first child. However, when doing this probing, be certain not to assume that the first time she had sex was at the time of her first marriage. If she has never married and/or never had children, you can probe by relating the timing of the first intercourse to whether she was going to school at the time, or to places that she might have lived. The respondent should feel comfortable in taking her time to think about her response to remember correctly.

Condom used during first sexual intercourse (SB2)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3322
Invalid: 1163

Source of information

The eligible woman selected for interview

Literal question

The first time you had sexual intercourse, was a condom used?

Interviewer instructions

If used correctly, condoms can reduce the risk of transmission of AIDS and other sexually transmitted infections. We do not mention this fact to the respondent, because we do not want to influence her answer here. In this question we are referring to the first occasion the respondent had sexual intercourse.

Circle the code for the response given.

Time since last sexual intercourse (unit) (SB3U)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3322
Invalid: 1163

Source of information

The eligible woman selected for interview

Literal question

Time since last sexual intercourse (unit) (SB3U)
File: wm

When was the last time you had sexual intercourse?

Interviewer instructions

By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example, if she says '3 weeks ago', circle '2' and write '03' in the boxes next to 'Weeks ago'. If she says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if she says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within less than 12 months will be recorded in months, weeks or days. Record 'year ago' only if last intercourse was one or more years ago.
If 12 months or more the answer must be recorded in years.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB13.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a woman with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time she had sexual intercourse was during a trip she took 10 months ago; she will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: "Do you remember which month it was?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "Do you remember what month it was?"

If a woman has not yet resumed intercourse since she had her last child, check CM12 for the month and year of birth of her last child, and ask how long before the birth of that child she had sex the last time.

Time since last sexual intercourse (number) (SB3N)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 3322
Invalid: 1163

Source of information

The eligible woman selected for interview

Literal question

When was the last time you had sexual intercourse?

Interviewer instructions

Time since last sexual intercourse (number) (SB3N)
File: wm

By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example, if she says '3 weeks ago', circle '2' and write '03' in the boxes next to 'Weeks ago'. If she says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if she says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within less than 12 months will be recorded in months, weeks or days. Record 'year ago' only if last intercourse was one or more years ago.
If 12 months or more the answer must be recorded in years.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB13.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a woman with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time she had sexual intercourse was during a trip she took 10 months ago; she will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: "Do you remember which month it was?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "Do you remember what month it was?"

If a woman has not yet resumed intercourse since she had her last child, check CM12 for the month and year of birth of her last child, and ask how long before the birth of that child she had sex the last time.

Condom used at last sexual intercourse (SB4)
File: wm

Overview	
Type: Discrete	Valid cases: 3007
Format: numeric	Invalid: 1478
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

The last time you had sexual intrecourse, was a condom used?

Interviewer instructions

In this question, this time, we are referring only to the last occasion the respondent had sexual intercourse.

Circle the code for the response given.

Relationship to last sexual partner (SB5)
File: wm

Overview	
Type: Discrete	Valid cases: 3007
Format: numeric	Invalid: 1478
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

Relationship to last sexual partner (SB5)
File: wm

The eligible woman selected for interview

Literal question

What was your relationship to this person with whom you last had sexual intercourse?

Interviewer instructions

Probe to ensure that the response refers to the relationship at the time of sexual intercourse. If the person is 'boyfriend', ask: "Were you living together as if married?" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB7.

Note that we are interested in the relationship of the woman with the person mentioned at the time they last engaged in sexual intercourse. For example, if a woman's last partner was a boyfriend she was living with at the time, you would record 'Cohabiting partner' even though they are no longer living together. They were living together at the time of the sexual encounter. Record the status of the relationship that existed at the time the two people last had sexual intercourse. It is most important to determine whether or not the sexual partner was someone the respondent was living with at the time they last had sexual intercourse.

Age of last sexual partner (SB7)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 15-99

Valid cases: 697
Invalid: 3788
Minimum: 15
Maximum: 99

Source of information

The eligible woman selected for interview

Literal question

How old is this person?

Interviewer instructions

Sometimes young women have sexual partners who are significantly older than they are; this can put them at higher risk of HIV infection. In this question we ask young women to tell us the age of their sexual partners.

Record the age in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the partner's age, probe by asking "About how old is this person?". If she still says she does not know, circle '98' and continue to the next question.

Sex with any other man in the last 12 month (SB8)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3007
Invalid: 1478

Source of information

The eligible woman selected for interview

Literal question

Have you had sexual intercourse with any other person in the last 12 months?

Interviewer instructions

We are interested in finding out whether the respondent had sexual intercourse with anyone else within the past 12 months. We want the respondent to take their time in answering because we are asking about a fairly long period of time - the entire year preceding the date of interview. Continue to the next question if 'Yes'. If 'No', skip to SB15.

Condom used with prior sexual partner (SB9)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 78
Invalid: 4407

Source of information

The eligible woman selected for interview

Literal question

The last time you had sexual intercourse with this other person, was a condom used?

Interviewer instructions

This question asks about condom use with 'this other person'. This is the person she had intercourse with during the last 12 months, but not the person she had her last intercourse with.

Circle the code for the response given.

Relationship to prior sexual partner (SB10)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 78
Invalid: 4407

Source of information

The eligible woman selected for interview

Literal question

What was your relationship to this person?

Interviewer instructions

This question asks about the relationship she had with this other person. It should refer to the relationship she had with the person at the time of intercourse.

The questions should be asked, probed and recorded the same way as SB5. If the person is 'boyfriend', ask: "Were you living together as if married?" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB12.

Age of prior sexual partner (SB12)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 17-99

Valid cases: 66
Invalid: 4419
Minimum: 17
Maximum: 98

Source of information

The eligible woman selected for interview

Literal question

How old is this person?

Interviewer instructions

Age of prior sexual partner (SB12)
File: wm

Again, we are looking for the age of the person she had sexual intercourse with at the time of the sexual encounter.

Record the age in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the sexual partner's age, probe by asking "About how old is this person?". If she still says she does not know, circle '98' and continue to the next question.

Sex with any other man in the last 12 months (SB13)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 78
Invalid: 4407

Source of information

The eligible woman selected for interview

Literal question

Other than these two persons, have you had sexual intercourse with any other person in the last 12 months?

Interviewer instructions

Circle the code corresponding to response given. Continue to the next question if the response if 'Yes'. If 'No', skip to SB15.

Number of sex partners in last 12 months (SB14)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 2-99

Valid cases: 17
Invalid: 4468

Source of information

The eligible woman selected for interview

Literal question

In total, with how many different people have you had sexual intercourse in the last 12 months?

Interviewer instructions

This is the total number of different partners the respondent has had sexual intercourse with in the last 12 months, including the ones already mentioned.

Enter the total in the space provided. If her response is less than 10, use a leading zero. Since this question is asked only if the respondent has had sexual intercourse with at least three partners in the last 12 months, the answer should never be '00', '01' or '02'.

Number of sex partners in lifetime (SB15)
File: wm

Overview

Number of sex partners in lifetime (SB15)
File: wm

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 3322
Invalid: 1163
Minimum: 1
Maximum: 99

Source of information

The eligible woman selected for interview

Literal question

In total, with how many different people have you had sexual intercourse in your lifetime?

Interviewer instructions

This is the total number of different partners the respondent has had sexual intercourse in her lifetime.
Enter the total in the space provided. If her response is less than 10, use a leading zero. If a non-numeric answer is given, probe to get an estimate. If number of partners is 95 or more, write '95'.

Ever heard of AIDS (HA1)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Literal question

Now I would like to talk with you about something else.
Have you ever heard of an illness called HIV/AIDS?

Interviewer instructions

This question serves as an introduction and allows us to verify whether a respondent has heard of AIDS. If there is a local term for AIDS, use the local term in addition to 'AIDS'.

If a respondent has never heard of the AIDS, skip to next module.

Can avoid AIDS virus by having one uninfected partner (HA2)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3804
Invalid: 681

Source of information

The eligible woman selected for interview

Literal question

Can people reduce their chance of getting the HIV/AIDS virus by having just one uninfected sex partner who has no other sex partners?

Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

Can get AIDS virus through supernatural means (HA3)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3804
Invalid: 681

Source of information

The eligible woman selected for interview

Literal question

Can people get the aids virus because of obeah or other supernatural means?

Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

Can avoid AIDS virus by using a condom correctly every time (HA4)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3804
Invalid: 681

Source of information

The eligible woman selected for interview

Literal question

Can people reduce their chance of getting the HIV/AIDS virus by using a condom every time they have sex?

Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

Can get AIDS virus from mosquito bites (HA5)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3804
Invalid: 681

Source of information

The eligible woman selected for interview

Literal question

Can people get the HIV/AIDS virus from mosquito bites?

Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

Can get AIDS virus by sharing food with a person who has AIDS (HA6)
File: wm

Overview	
Type: Discrete	Valid cases: 3804
Format: numeric	Invalid: 681
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Can people get the HIV/AIDS virus by sharing food with a person who has AIDS virus?

Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

Healthy-looking person may have AIDS virus (HA7)
File: wm

Overview	
Type: Discrete	Valid cases: 3804
Format: numeric	Invalid: 681
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Is it possible for a healthy-looking person to have the HIV/AIDS virus?

Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

AIDS virus from mother to child during pregnancy (HA8A)
File: wm

Overview	
Type: Discrete	Valid cases: 3804
Format: numeric	Invalid: 681
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Can the virus that causes HIV/AIDS be transmitted from a mother to her baby: During pregnancy?

Interviewer instructions

AIDS virus from mother to child during pregnancy (HA8A)
File: wm

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

AIDS virus from mother to child during delivery (HA8B)
File: wm

Overview	
Type: Discrete	Valid cases: 3804
Format: numeric	Invalid: 681
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Can the virus that causes HIV/AIDS be transmitted from a mother to her baby: During delivery?

Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

AIDS virus from mother to child through breastfeeding (HA8C)
File: wm

Overview	
Type: Discrete	Valid cases: 3804
Format: numeric	Invalid: 681
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Can the virus that causes HIV/AIDS be transmitted from a mother to her baby: By breasfeeding?

AIDS virus from mother to child through breastfeeding (HA8C)
File: wm

Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

Should female teacher with AIDS virus be allowed to teach in school (HA9)
File: wm

Overview

Type: Discrete	Valid cases: 3804
Format: numeric	Invalid: 681
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

In your opinion, if a female teacher has the HIV/AIDS virus but is not sick, should she be allowed to continue teaching in school?

Interviewer instructions

If a school learns that a female teacher has the AIDS virus, but she is not sick, how should the school handle this information? Should the female teacher be allowed to continue teaching at the school, or should she be removed from her teaching position? We are not asking about whether or not a female teacher has actually been asked to leave a teaching position, but rather, what is the respondent's opinion about how such a case should be handled; should the female teacher be allowed to continue teaching?

Would buy fresh vegetables from shopkeeper with AIDS virus (HA10)
File: wm

Overview

Type: Discrete	Valid cases: 3804
Format: numeric	Invalid: 681
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the HIV/AIDS virus?

If HH member became infected with AIDS virus, would want it to remain a secret (HA11)
File: wm

Overview	
Type: Discrete	Valid cases: 3804
Format: numeric	Invalid: 681
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

If a member of your family got infected with the HIV/AIDS virus, would you want it to remain a secret?

Willing to care for person with AIDS in household (HA12)
File: wm

Overview	
Type: Discrete	Valid cases: 3804
Format: numeric	Invalid: 681
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

If a member of your family became sick with HIV/AIDS, would you be willing to care for him or her in your household?

Information about AIDS: Babies getting AIDS from mother (HA15A)
File: wm

Overview	
Type: Discrete	Valid cases: 618
Format: numeric	Invalid: 3867
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

During any of the prenatal visits for your pregnancy with (name), were you given any information about:
Babies getting the HIV/AIDS virus from their mother?

Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

Information about AIDS: Things to do to prevent getting AIDS (HA15B)
File: wm

Overview	
Type: Discrete	**Valid cases: 618**
Format: numeric	Invalid: 3867
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

During any of the prenatal visits for your pregnancy with (name), were you given any information about:
Things that you can do to prevent geting the HIV/AIDS virus?

Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

Information about AIDS: Getting tested for AIDS (HA15C)
File: wm

Overview	
Type: Discrete	**Valid cases: 618**
Format: numeric	Invalid: 3867
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

During any of the prenatal visits for your pregnancy with (name), were you given any information about:
Getting tested for the HIV/AIDS virus?

Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

Information about AIDS: Offered a test for AIDS (HA15D)
File: wm

Overview	
Type: Discrete	**Valid cases: 618**
Format: numeric	Invalid: 3867
Width: 1	
Decimals: 0	
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Information about AIDS: Offered a test for AIDS (HA15D)
File: wm

During any of the prenatal visits for your pregnancy with (name), were you:
Offered a test for the HIV/AIDS virus?

Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

Tested for AIDS virus as part of antenatal care (HA16)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 618
Invalid: 3867

Source of information

The eligible woman selected for interview

Literal question

I don't want to know the results, but were you tested for the AIDS virus as part of your prenatal care?

Interviewer instructions

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA19.

Received results from test during antenatal care (HA17)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 557
Invalid: 3928

Source of information

The eligible woman selected for interview

Literal question

I don't want to know the results, but did you get the results of the test?

Interviewer instructions

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA22.

Received consultation after testing during antenatal care (HA18)
File: wm

Overview

Received consultation after testing during antenatal care (HA18)
File: wm

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 526
Invalid: 3959

Source of information

The eligible woman selected for interview

Literal question

Regardless of the result, all women who are tested are supposed to receive counselling after getting test result.
After you were tested, did you receive counselling?

Interviewer instructions

Circle the code corresponding to the response.

All answers should skip to HA22

Tested for AIDS virus during delivery (HA20)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 59
Invalid: 4426

Source of information

The eligible woman selected for interview

Literal question

I don't want to know the results, but were you tested for the HIV/AIDS virus between the time you went for delivery but before the baby was born?

Interviewer instructions

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No', skip to HA24.

Received results from test during delivery (HA21)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 8
Invalid: 4477

Source of information

The eligible woman selected for interview

Literal question

I don't want to know the results, but did you get the results of the test?

Interviewer instructions

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response.

Tested for AIDS virus since test during pregnancy (HA22)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 565
Invalid: 3920

Source of information

The eligible woman selected for interview

Literal question

Have you been tested for the HIV/AIDS virus since that time you were tested during your pregnancy?

Interviewer instructions

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'Yes', skip to HA25. If the answer is 'No', continue with HA23.

Most recent time of testing for AIDS virus (HA23)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 343
Invalid: 4142

Source of information

The eligible woman selected for interview

Literal question

When was the most recent time you were tested for the HIV/AIDS virus?

Interviewer instructions

Circle the code corresponding to the response.

All answers should skip to next module.

Ever been tested for AIDS virus (HA24)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 3239
Invalid: 1246

Source of information

The eligible woman selected for interview

Literal question

I don't want to know the results, but have you ever been tested to see if you have the HIV/AIDS virus?

Interviewer instructions

Ask the respondent if she was tested for the HIV. Be clear to the respondent that you are not asking to know the results of the test. Circle the code for the response given. If her answer is 'No', skip to HA27.

Most recent time of testing for AIDS virus (HA25)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2150
Invalid: 2335

Source of information

The eligible woman selected for interview

Literal question

When was the most recent time you were tested?

Interviewer instructions

Circle the code corresponding to the response.

Received results of AIDS virus test (HA26)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 2150
Invalid: 2335

Source of information

The eligible woman selected for interview

Literal question

I don't want to know the results, but did you get the results of the test?

Interviewer instructions

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

It is important that you do not attempt to find out the HIV status of any respondent who has been tested, or simply that you have any interest in knowing her HIV status. Ask the question, ensuring that the respondent knows that you are not interested in learning the results of any test she may have undergone. Circle the code corresponding to her response.

All answers should skip to next module.

Know a place to get AIDS virus test (HA27)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1311
Invalid: 3174

Source of information

The eligible woman selected for interview

Literal question

Do you know of a place where people can go to get tested for the HIV/AIDS virus?

Interviewer instructions

Circle the code corresponding to the response.

Estimation of overall happiness (LS2)
File: wm

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 1580

Invalid: 2905

Literal question

I would like to ask you some simple questions on happiness and satisfaction.

First, taking all things together, would you say you are very happy, somewhat happy, neither happy nor unhappy, somewhat unhappy or very unhappy?

You can also look at these pictures to help you with your response.

Interviewer instructions

Show side 1 of response card and explain what each symbol represents. Circle the response code pointed to by the respondent.

Satisfaction with family life (LS3)
File: wm

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 1580

Invalid: 2905

Literal question

Now I will ask you questions about your level of satisfaction in different areas.

In each case, we have five possible responses: please tell me, for each question, whether you are very satisfied, somewhat satisfied, neither satisfied nor unsatisfied, somewhat unsatisfied or very unsatisfied.

Again, you can look at these pictures to help you with your response.

How satisfied are you with your family life?

Interviewer instructions

Showside 2 of response card and explain what each symbol represents. Circle the response code shown by the respondent, for questions LS3 to LS13.

Satisfaction with friendships (LS4)
File: wm

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 1580

Invalid: 2905

Literal question

How satisfied are you with your friendships?

School attendance during the current school year (LS5)
File: wm

Overview

School attendance during the current school year (LS5)
File: wm

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1580
Invalid: 2905

Literal question

During the current (2010-2011) school year, did you attend school at any time?

Satisfaction with school (LS6)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 601
Invalid: 3884

Literal question

How satisfied are/were you with your school?

Satisfaction with current job (LS7)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-9

Valid cases: 1580
Invalid: 2905

Literal question

How satisfied are you with your current job?

Interviewer instructions

If the respondent says that he/she does not have a job, circle "0" and continue with the next question. do not probe to find out how she feels about not having a job, unless she tells you herself.

Satisfaction with health (LS8)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1580
Invalid: 2905

Literal question

How satisfied are you with your health?

Satisfaction with current residence (LS9)
File: wm

Overview	
Type: Discrete	Valid cases: 1580
Format: numeric	Invalid: 2905
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

How satisfied are you with where you live?

Interviewer instructions

If necessary, explain that the question refers to the living environment, including the neighbourhood and the dwelling.

Satisfaction with treatment by other people (LS10)
File: wm

Overview	
Type: Discrete	Valid cases: 1580
Format: numeric	Invalid: 2905
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

How satisfied are you with how people around you generally treat you?

Satisfaction with appearance (LS11)
File: wm

Overview	
Type: Discrete	Valid cases: 1580
Format: numeric	Invalid: 2905
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

How satisfied are you with the way you look?

Satisfaction with life overall (LS12)
File: wm

Overview	
Type: Discrete	Valid cases: 1580
Format: numeric	Invalid: 2905
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

How satisfied are you with your life, overall?

Satisfaction with current income (LS13)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-9

Valid cases: 1579
Invalid: 2906

Literal question

How satisfied are you with your current income?

Interviewer instructions

If the respondent responds that he/she does not have any income, circle "0" and continue with the next question. Do not probe to find out how she feels about not having any income, unless she tells you herself.

Life satisfaction in comparison with last year (LS14)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1579
Invalid: 2906

Literal question

Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?

Life satisfaction expectation one year from now (LS15)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1579
Invalid: 2906

Literal question

And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?

Area (HH6)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 4485
Invalid: 0

Pre question

Area:

Interviewer instructions

Area (HH6)
File: wm

Circle the code for area of residence as instructed/provided by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area.

Region (HH7)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 4485
Invalid: 0

Interviewer instructions

Circle the code for region as instructed/provided by your supervisor.

After the HH1-HH7 has been filled out, begin by saying the following to the respondent:

We are from (country-specific affiliation). We are working on a project concerned with family health and education. I would like to talk to you about these subjects. The interview will take about (number) minutes. All the information we obtain will remain strictly confidential and your answers will never be shared with anyone other than our project team. May I start now?

You may change the wording of these introductory sentences as appropriate. However, you must make sure to include the following when you are introducing yourself: the name of the implementing agency; the topic of the survey; approximate duration of the interview; the issue of confidentiality; and with whom you would like to speak. If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and leave the household to go the next household. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the household for a second time. This will depend on your description of the refusal. However, remember that a household's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

Date of interview women (CMC) (WDOI)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1338-1340

Valid cases: 4485
Invalid: 0

Source of information

Interview information fields completed by interviewer

Date of birth of woman (CMC) (WDOB)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 740-1160

Valid cases: 4096
Invalid: 389
Minimum: 740
Maximum: 1160
Mean: 982.1
Standard deviation: 117.5

Source of information

Date of birth of woman (CMC) (WDOB)
File: wm

The eligible woman selected for interview

Age (WAGE)
File: wm

Overview	
Type: Discrete	Valid cases: 4096
Format: numeric	Invalid: 389
Width: 1	
Decimals: 0	
Range: 1-7	

| **Source of information** | |

The eligible woman selected for interview

Date of marriage (CMC) (WDOM)
File: wm

Overview	
Type: Continuous	Valid cases: 2876
Format: numeric	Invalid: 1609
Width: 4	Minimum: 909
Decimals: 0	Maximum: 1344
Range: 909-1344	Mean: 1178
	Standard deviation: 104.6

| **Source of information** | |

The eligible woman selected for interview

Age at first marriage/union (WAGEM)
File: wm

Overview	
Type: Continuous	Valid cases: 2876
Format: numeric	Invalid: 1609
Width: 2	Minimum: 10
Decimals: 0	Maximum: 46
Range: 10-46	Mean: 19.4
	Standard deviation: 4.5

| **Source of information** | |

The eligible woman selected for interview

Date of birth of first child (CMC) (WDOBFC)
File: wm

Overview	

Date of birth of first child (CMC) (WDOBFC)
File: wm

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 906-1340

Valid cases: 2735
Invalid: 1750
Minimum: 906
Maximum: 1340
Mean: 1178.9
Standard deviation: 102.1

Source of information

The eligible woman selected for interview

Date of birth of last child (CMC) (WDOBLC)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 934-1340

Valid cases: 2735
Invalid: 1750
Minimum: 934
Maximum: 1340
Mean: 1259.8
Standard deviation: 71

Source of information

The eligible woman selected for interview

Marital/Union status (MSTATUS)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Children ever born (CEB)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-17

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Children surviving (CSURV)
File: wm

Children surviving (CSURV)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-17

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Children dead (CDEAD)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-6

Valid cases: 4096
Invalid: 389

Source of information

The eligible woman selected for interview

Wealth index score (wscore)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 5
Range: -10.810990701094-2.22605531308143

Valid cases: 4485
Invalid: 0
Minimum: -10.8
Maximum: 2.2
Mean: 0.1
Standard deviation: 0.9

Source of information

Constructed variables used for analysis

Wealth index quintiles (windex5)
File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-5

Valid cases: 4485
Invalid: 0

Source of information

Constructed variables used for analysis

Education (welevel)
File: wm

Education (welevel)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4096
Invalid: 389
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Ethnicity of household head (ethnicity)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 4485 (4096)
Invalid: 0 (0)
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Women's sample weight (wmweight)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 6
Range: 0-1.87401934997226

Valid cases: 4485
Invalid: 0
Minimum: 0
Maximum: 1.9
Mean: 0.9
Standard deviation: 0.4

Primary sampling unit (PSU)
File: wm

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-197

Valid cases: 4485
Invalid: 0
Minimum: 1
Maximum: 197
Mean: 95.4
Standard deviation: 57.5

Strata (stratum)
File: wm

Overview

Strata (stratum)
File: wm

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 11-71

Valid cases: 4485
Invalid: 0
Minimum: 11
Maximum: 71
Mean: 40.6
Standard deviation: 20.3

Related Materials

Questionnaires

Belize Multiple Indicator Cluster Survey 2011 - Questionnaire

Title	Belize Multiple Indicator Cluster Survey 2011 - Questionnaire
Country	Belize
Language	English
Table of contents	Household questionnaire modules Household member questionnaire modules Women questionnaire modules Children questionnaire modules
Filename	Questionnaire_MICS_Belize_2011.pdf

MICS4 Changes To Questionnaires v2.1 to v3.0

Title	MICS4 Changes To Questionnaires v2.1 to v3.0
Language	English
Filename	http://www.childinfo.org/mics4_questionnaire.html

MICS4 Questionnaire Form For Child Disability v3.0

Title	MICS4 Questionnaire Form For Child Disability v3.0
Language	English
Filename	http://www.childinfo.org/mics4_questionnaire.html

MICS4 Questionnaire Form For Vaccinations At Health Facility v3.0

Title	MICS4 Questionnaire Form For Vaccinations At Health Facility v3.0
Language	English
Filename	http://www.childinfo.org/mics4_questionnaire.html

Reports

Belize Multiple Indicator Cluster Survey 2011 - Final Report

Title	Belize Multiple Indicator Cluster Survey 2011 - Final Report
Date	2012-11-01
Country	Belize
Language	English
Filename	http://www.childinfo.org/files/MICS4_Belize_FinalReport_2011_Eng.pdf

Technical documents

Changes to MICS Tabulation Plan, Data Quality Tabulations, and Sampling Error

Tables since Version 2.1

Title   Changes to MICS Tabulation Plan, Data Quality Tabulations, and Sampling Error Tables since Version 2.1
Language   English
Filename   http://www.childinfo.org/mics4_plan.html

MICS4 01 Household Sample and Survey Characteristics (HH)

Title   MICS4 01 Household Sample and Survey Characteristics (HH)
Language   English
Filename   http://www.childinfo.org/mics4_plan.html

MICS4 02 Child Mortality (CM)

Title   MICS4 02 Child Mortality (CM)
Language   English
Filename   http://www.childinfo.org/mics4_plan.html

MICS4 03 Nutrition (NU)

Title   MICS4 03 Nutrition (NU)
Language   English
Filename   http://www.childinfo.org/mics4_plan.html

MICS4 04 Child Health (CH)

Title   MICS4 04 Child Health (CH)
Language   English
Filename   http://www.childinfo.org/mics4_plan.html

MICS4 05 Water and Sanitation (WS)

Title   MICS4 05 Water and Sanitation (WS)
Language   English
Filename   http://www.childinfo.org/mics4_plan.html

MICS4 06 Reproductive Health (RH)

Title   MICS4 06 Reproductive Health (RH)
Language   English
Filename   http://www.childinfo.org/mics4_plan.html

MICS4 07 Child Development (CD)

Title   MICS4 07 Child Development (CD)
Language   English
Filename   http://www.childinfo.org/mics4_plan.html

MICS4 08 Education (ED)

Title   MICS4 08 Education (ED)

Language English
Filename http://www.childinfo.org/mics4_plan.html

MICS4 09 Child Protection (CP)

Title   MICS4 09 Child Protection (CP)
Language English
Filename http://www.childinfo.org/mics4_plan.html

MICS4 10 HIV-AIDS, Sexual Behaviour and Orphanhood (HA)

Title   MICS4 10 HIV-AIDS, Sexual Behaviour and Orphanhood (HA)
Language English
Filename http://www.childinfo.org/mics4_plan.html

MICS4 11 Access to Mass Media and ICT Technology (MT)

Title   MICS4 11 Access to Mass Media and ICT Technology (MT)
Language English
Filename http://www.childinfo.org/mics4_plan.html

MICS4 12 Subjective Well-Being (SW)

Title   MICS4 12 Subjective Well-Being (SW)
Language English
Filename http://www.childinfo.org/mics4_plan.html

MICS4 13 Tobacco and Alcohol Use (TA)

Title   MICS4 13 Tobacco and Alcohol Use (TA)
Language English
Filename http://www.childinfo.org/mics4_plan.html

MICS4 Data Quality Tabulation Plan (DQ)

Title   MICS4 Data Quality Tabulation Plan (DQ)
Language English
Filename http://www.childinfo.org/mics4_plan.html

MICS4 Sampling Errors (SE)

Title   MICS4 Sampling Errors (SE)
Language English
Filename http://www.childinfo.org/mics4_plan.html

MICS4 Changes To Indicator List v2.1 to v3.0

Title   MICS4 Changes To Indicator List v2.1 to v3.0
Language English
Filename http://www.childinfo.org/mics4_questionnaire.html

MICS4 List of Indicators v3.0

Title   MICS4 List of Indicators v3.0
Language English
Filename http://www.childinfo.org/mics4_questionnaire.html

MICS4 Manual-Anthropometry

Title   MICS4 Manual-Anthropometry
Language English
Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Data Editing Guidelines

Title   MICS4 Manual-Data Editing Guidelines
Language English
Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Designing and Selecting the Sample

Title   MICS4 Manual-Designing and Selecting the Sample
Language English
Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Designing the Questionnaires

Title   MICS4 Manual-Designing the Questionnaires
Language English
Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Getting Started

Title   MICS4 Manual-Getting Started
Language English
Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Global Positioning Systems

Title   MICS4 Manual-Global Positioning Systems
Language English
Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Instructions for Interviewers

Title   MICS4 Manual-Instructions for Interviewers
Language English
Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Instructions for Supervisors Editors and Measurers

Title   MICS4 Manual-Instructions for Supervisors Editors and Measurers

Language English
Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Model Questionnaires

Title   MICS4 Manual-Model Questionnaires
Language English
Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Preparing for Data Collection and Conducting Fieldwork

Title   MICS4 Manual-Preparing for Data Collection and Conducting Fieldwork
Language English
Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Processing the Data

Title   MICS4 Manual-Processing the Data
Language English
Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Salt Iodization Testing

Title   MICS4 Manual-Salt Iodization Testing
Language English
Filename http://www.childinfo.org/mics4_manual.html